Alabama

Education - 1930
A. and M. Colleges.

ALABAMA A. & M. AND TEACHERS COLLEGES TO DEDICATE NEW BUILDINGS

Montgomery, Ala., Nov. 29.—Official invitations from the State Board of Education of Alabama have been mailed this week to teachers in Alabama and to a host of school officials throughout the country, announcing the formal dedicatory exercises of the two new buildings and new campus at the State Teachers College at Montgomery on Sunday, December 14, and for the three new buildings at the A. & M. Institute at Normal on Tuesday, December 16.

For the State of Alabama, His Excellency, Governor Bibb Graves, Dr. A. F. Harman, State Superintendent of Education, J. S. Lambert, Director of the Division of Negro Education; Dr. R. E. Tidwell, former State Superintendent of Education and now Extension Director at the University of Alabama, and Hon. A. H. Carmichael of Tuscumbia, member of the Building Committee of the State Board of Education, have been invited to speak on the programs at each of the two institutions. President John W. Davis of the West Virginia State College, has accepted the invitation to deliver the address in behalf of the Negro Colleges of America at the program of each institution. For Montgomery, additional speakers at the Sunday afternoon program will include President J. M. Burnett (Tuscaloosa) of the Alabama State Education Association; Mrs. J. Govan, President of the General Alumni Association, and Dr. R. R. Moton (or representative) in behalf of the institutions of Alabama.

The program at Montgomery will really begin on Friday, December 12, with the opening of the Fifth Annual State-wide Older Boys Conference at the State Teachers College. President H. Councill Trenholm, as Chairman of Colored Y. M. C. A. Work in Alabama, and Secretary J. Ward Nelson (white) of the Alabama Y. M. C. A. Association, will be in charge for the fifth successive annual effort with the assistance of H. W. Pope, Southeastern Regional Secretary in lieu of Ralph Bullock, Boys Secretary, who has served at previous conferences. Fully 100 delegates are expected for this meeting.

Another feature at Montgomery will be an All-Star football game on Saturday afternoon, December 13, as an attraction for the Older Boys Conference and as a benefit effort for the equipment campaign.

Reporter
12-6-30
Birmingham
Ala.

General

Education-1930

A and M Colleges.

SCHOOL HEADS ASK U.S. TO EQUALIZE FUNDS

Afro-American

First Conference of Series Held at Department of Interior.

1/25/30

DR. MOTON ATTENDS

Baltimore

Howard, W. Va., Fla., Ark., College Heads There.

WASHINGTON, D.C.—The first of a series of conferences being held by the National Advisory Committee on Education convened at the Department of Interior January 14 to make a clear definition of the problems of Federal relation to Negro education, the chairman, Dr. Charles R. Mann, stated orally in summarizing the results of the meeting.

Information necessary to arrive at a proper understanding of the problem, Dr. Mann said, centers about three questions: What is being done; what should be done; and what obstacles are in the way of realizing the proper relations between the Government and the Negro in his educational training?

The conference discussion was reduced to three outstanding matters [illegible] white student, and the appropriation of funds for experiment stations.

Dr. Mann said that the conference brought out the fact that a relatively small amount of money went to Negro education of this character, in comparison with what goes to white education upon a basis of population. In Alabama, it was pointed out, there are six demonstration farms for the training of white farmers, but none for Negroes, although the Negro population is very great.

A second matter of importance before the conference was the recognition of the devlopment of the Negro to a point of capacity in research and in participation in experimentations in the land-grand colleges. It followed, Dr. Mann explained, that they be given opportunity to put their abilities into practice.

Seek to Remove Obstacles

Dr. Mann said the third matter involved a question of whether the inequalities of educational opportunities for the Negro can be corrected under the present system; that is, whether the Department of Agriculture and the Federal Board for Vocational Education can bring about the needed corrections alone, or whether a special act by Congress will be necessary.

The series of conferences now in progress, Dr. Mann explained, attended by representatives of both races, will endeavor to answer these questions in an effort to formulate recommendations for the removal of obstacles in the way of a more equalized distribution of funds for the education of the Negro.

Presidents of three Negro land grant colleges were present.

Those attending the conference in addition to Dr. Mann were: Henry Suzzallo, director of the National Advisory Committee on Education; F. D. Bluford, president of the Negro Land Grant College of North Carolina; John W. Davis, president of West Virginia State College; Mordecai Johnson, president of Howard University; J. R. E. Lee, president of Florida Agriculture and Mechanical College; R. R. Moton, principal, and A. L. Holsey, secretary, Tuskegee Normal and Industrial Institute; W. C. Newbold, superintendent public instruction, Raleigh, N.C.; J. B. Watson, Arkansas State Negro College; H O. Sargent, Federal Board for Vocational Education; H. L. McCrorey, president and Johnson C. Smith, University of North Carolina.

Colored Land Grant Colleges Spend Huge Sum

Globe

1/24/30

Nashville

Washington, D. C.—(C. N. S.)—According to the report of Walter J. Greenleaf, associate specialist in higher education of the Bureau of Education of the Department of Interior, there were 15,471 students attending the seventeen Negro land grant colleges during the year ending 1928, who were educated at a cost of $3,347,990. There are in addition to these students doing work of college grade in 34 of the Northern and Western land grant colleges and universities. In the 1928 survey of the Negro colleges and universities teacher training is reported as an important phase of the work of the schools. All of the institutions offer courses in education, varying from one course in Arkansas to 23 in Virginia.

The total income and receipts of the land grant college in 1927-28 totaled $3,814,722. The proportion received from federal funds averaged 8.9 per cent, while the amount contributed by these states average 56.1 percent. The earnings averaged about 21.5 per cent while contributions from institutional sources were 7.7 per cent and private gifts 3.3 per cent.

The total expenditures amounted to $3,347,990 for that year. The total expenditures show that an average of 39.4 per cent was spent for salaries and wages, 35.9 per cent for materials and supplies, etc., 4.7 per cent for equipment, and 20 per cent for lands, buildings and land improvements.

The average salaries as reported by the colleges show that the median for the president is $3.600; for the deans, $2.000, while a professor's average, $1-620; associate professors, $1,412; assistant professors, $1,250, and instructors, $1,200.

IMPROVEMENT OF EDU. FACILITIES IS SOUGHT

Journal & Guide

11-29-30

Norfolk, Va

Seventeen Land Grant College Presidents At Conference

WASHINGTON, D. C.— Seventeen land-grant college presidents here in attendance upon their annual conference, were presented to the students and faculty of Howard University at a special assembly in Andrew Rankin Chapel.

President W. J. Hale, of Tennessee State College and winner of the Harmon award for achievement in education last year, acted as master of ceremonies. Each of the presidents was introduced and conveyed greetings on behalf of their respective institutions.

The key note of their addresses was the improvement in educational facilities provided Negroes in the several southern states. President Mordecai W. Johnson expressed greetings to the visiting presidents on behalf of Howard University, and commended them in terms of highest praise for their remarkable achievements. Musical selections were given by Miss Ethel B. Wise and Miss Louise Burge.

Following the chapel exercises the guests were entertained by the university at luncheon in the Trustees' Dining Hall with the deans and administrative officers.

The opening session of the conference was held Monday evening of last week in Library Hall, where President W. J. Hale presided. Dr. Mordecai W. Johnson delivered the address of welcome, with responses by Presidents J. H. E. Lee, J. S. Clark, John W. Davis, and R. S. Wilkerson. Reports of committees followed music by the glee club.

Presidents who visited Howard University were: J. F. Darke, Atlanta A. & M. Institute; J. B. Watson, Arkansas State College; R. S. Crossley, Delaware State College; J. R. E. Lee, Florida A. & M. College; Benj. F. Hubert, Georgia State College; R. B. Atwood, Kentucky Normal and Industrial College; J. S. Clark, Southern University, Louisiana; T. H. Kiah, Princess Anne Academy, Maryland; L. J. Rowan, Alcorn A. & M. College, Miss.; F. D. Bluford, A. & T. College, N. C.; Z. T. Hubert, Agricultural and Normal University, Oklahoma; R. S. Wilkinson, S. C. State College; W. J. Hale, Tenn. State College; W. R. Banks, Prairie View State College, Texas; John W. Davis, West Va. State College; and C. C. Richardson, Kansas Vocational School.

Dr. Ray Lyman Wilbur and other prominent men in the educational field addressed the conference at sessions held in the auditorium of the Department of the Interior.

NEGRO COLLEGE HEADS TO MEET IN WASHINGTON

Houston, Texas

Houston, Informer

Nashville, Tenn.—Details of the program of the conference of Negro land-grant colleges to be held in Washington, D. C., Nov. 17, 18, 19, in the auditorium of the Department of Interior and at Howard University, has just been completed and announced from the office of President W. J. Hale, president of A. and I. State College, president of the conference.

All indications are that the approaching session will be the most constructive and far reaching yet held by this important body of college executives. Each of the twenty-one members plans to be in attendance, together with members of their staff, who will be present to get the benefit of the instructive and intensive discussions. An elaborate program has been worked out by the committee in charge and the combined experience of the entire group plus that of the nation's outstanding educators, philanthropists, economists and government officials have been assembled to make the session a productive one.

11/1/30.

The meeting will formally open at Howard University, Monday evening, Nov. 17. President Mordecai Johnson will deliver the welcome address. Response will be made by President J. R. E. Lee, President J. S. Clark, President John W. Davis, President R. S. Wilkinson. Other sessions will be in the auditorium of the Department of Interior.

REAL NEED OF COLORED AMERICANS BEING FILLED BY THE LAND GRANT COLLEGES IN MANY SECTIONS, DESPITE FACT MANY ARE UNAWARE OF VALUE

Teach Wide Variety of Training That is Assessable To the Largest Portion of the Group. · Responsibility Upon Them Being Four-fold

BY R. S. CROSSLEY,
Pres. Land Grant Colleges
Conference For ANP

Argus
12-26-30
St. Louis, Mo.

A study of the situation as affecting the seventeen Negro Land Grant Colleges which, according to their very creation must include in their curriculum the teaching of Agriculture, Mechanic Arts, Home Economics, etc., reveals the fact that each of these institutions with practically no exception is endeavoring to carry forward in some measure, at least, and many of them in a large way, one of the major objectives for which the Land Grant College was established. In practically every instance, meager response to their obligations or failure to exemplify the efficiency and character of service so often expected or demanded by even a reasonable standard, might fairly be charged to their lack of adequate or even necessary support.

Teaching Many Things

In the trades courses these institutions are offering instruction in a wide variety of subjects including carpentry, blacksmithing, shoemaking, tailoring, laundering, building construction, printing, auto mechanics, machine shop practice, brick masonry, electrical engineering, painting and mechanical engineering. In Agriculture, they offer instruction in plant and animal husbandry, farm management, dairy husbandry, poultry practical agricultural economics and engineering. In Home Economics they give instruction in health, home management, child care, social welfare and relations, and many other phases that have to do with the promotion of the physical, intellectual, social and spiritual welfare of the home. In addition to these weighty responsibilities they must provide opportunity for such academic or pre-professional instruction as might be demanded by aspiring... young men and women as the responsibility of the state, and also teacher training courses for the benefit of those who may wish to prepare for entering the teaching profession.

Responsibilities Are Great

And, there are still other demands made upon them. In many cases the responsibility put upon them is more than four-fold. If to this situation we add the fact that in many cases hose who are prepared by our schools and colleges at great pains and enormous expense are often denied the opportunity to apply their skill and training even in the simple rades and industries of our most progressive communities; and that n spite of these unjust and unwarranted discriminations the sponsors of these institutions are expected to solicit interest, encourage attendance, and inspire confidence in the cause for which they stand, it will at once be realized that the Negro Land Grant College faces a most serious and difficult situation from whatever angle it may be viewed. We face the task with courage, fully conscious of the difficulties involved, and we look forward to the future with a steadfast hope, resolving to make of this group of institutions so designated and so circumstanced towers of strength in the great cause of American education.

Our message, then, is one of appreciation for the slow but steady gains that have been made toward new fields of service and toward higher standards; of joy resulting from the great sacrifices that were made, and the quiet, noble devotion of teachers, students, and of parents who deny themselves the very necessities of life that their children might be educated; a message of good-will for the spirit of cooperation and mutual helpfulness that attends our efforts in fostering the ideals of our schools.

College Prexies Name Officers at Howard

Defender
11-29-30
Chicago, Ill.

WASHINGTON, Nov. 28.—The conference of presidents of Negro land grant colleges closed its annual meeting Nov. 19 after a three-day session covering a wide range of interest in the field of education.

Most of the sessions were held in the auditorium of the department of interior. Howard university was also a delightful host of the conference. W. J. Hale of Tennessee, president of the conference, expressed the feeling at its conclusion that much good had been accomplished.

The following officers were elected for the ensuing year: President, R. S. Crossley, Delaware; vice president, W. R. Banks, Texas; treasurer, J. F. Drake, Alabama. Executive committee: John W. Davis, West Virginia, chairman; W. J. Hale, Tennessee; R. S. Wilkinson, South Carolina; J. S Clarke, Louisiana; J. M. Gandy, Virginia.

The conference adjourned to meet in Chicago at a date to be determined in November, 1931.

The keynote of their addresses was the improvement in educational facilities provided Negroes in the several southern states. President Mordecai W. Johnson expressed greetings to the visiting presidents on behalf of Howard university and commended them in terms of highest praise for their remarkable achievements.

Following the chapel exercises the guests were entertained by the university at luncheon in the trustees' dining hall with the deans and administrative officers.

The opening session of the conference was held Monday evening in Library hall, where President W. J. Hale presided. Dr. Mordecai W. Johnson delivered the address of welcome, with responses by Presidents J. H. E. Lee, J. S. Clark, John W. Davis and R. S. Wilkinson.

Presidents who visited Howard university were: J. F. Drake, Atlanta A. and M. institute; J. B. Watson Arkansas State college; R. S. Crossley, Delaware State college; J. R. E. Lee, Florida A. and M. college; Benjamin F. Hubert, Georgia State Industrial college; R. B. Atwood, Kentucky Normal and Industrial college; J. S. Clark, Southern university, Louisiana; T. H. Kiah, Princess Anne academy, Maryland; L. J. Rowan, Alcorn A. and M. college, Miss.; F. D. Bluford, A. and T. college, N. C.; Z. T. Hubert, Agricultural and Normal university, Oklahoma; R. S. Wilkinson, S. C. State college; W. J. Hale, Tennessee State college; W. R. Banks, Prairie View State college, Texas, John W. Davis, West Virginia State college, and C. C. Richardson, Kansas Vocational school.

Dr. Ray Lyman Wilbur and other prominent men in the educational field addressed the conference at sessions held in the auditorium of the department of the interior.

Alabama

Education - 1930
Colleges
6

Alabama Teachers' College Honored

Indianapolis Recorder

MONTGOMERY, Ala., July 25.—Still another distinction came to Alabama State Teachers college here on July 18, when the certificate, membership card and button indicating a life membership in the National Education association, were received by President H. C. Trenholm. 7-26-30

Pres. Trenholm as the youngest race college president in the entire country, has completed five years of service at Alabama State Teachers college. Since 1926 he has held a life membership in the National Association of Teachers in Colored schools which is meeting this next week at Petersburg, Va., and has also been chairman of the division of high school education for four years. While having held membership for the past five years in both the Department of Superintendentance and the National Education association, he now becomes a life member in this latter body which is the largest professional organization of teachers in the entire world. The roster of life members is being placed in the cornerstone of the new building just being completed at Washington, D. C., as the headuarters for this organization of 200,000 teachers.

Indianapolis
Ind.

Education - 1930
Colleges.

Alabama.

ANNISTON, ALA.
STAR

JUN 1 - 1930

NEGRO COLLEGE HERE REDUCED TO HIGH SCHOOL

Rec

Presbyterian Institution to Be Known as Margaret Barber Seminary

Barber Memorial College will be reduced to a high school and will be known as Margaret Barber Seminary after today, according to an announcement made public Saturday by Rev. Herman Hosack, president of the local school.

The change was authorized by the Board of Missions of the Presbyterian Church (U. S. A.), and Rev. Mr. Hosack was advised of the board's action by J. M. Gaston, secretary and assistant treasurer of the board.

In the communication received by Rev. Mr. Hosack it was made clear that there was only one reason for eliminating the college department of the local school. That reason is to move it to Concord, N. C., which is considered as the center of the negro membership in the church.

Scotia Seminary at Concord is to be known as Barber-Scotia College in the future. The principal reason for the college being maintained by the Board of Missions is to educate young negro men and young negro women for religious work. The board reasoned that by moving the college to the center of the church's population, more students could be enrolled because expenses would be reduced, enabling their parents to send them to college.

In the communication received by the president of the local school, the Board of Missions highly complimented the work of Rev. and Mrs. Hosack.

The local institution formerly was a high school and was known for years as Barber Memorial Seminary. It became a college under the direction and leadership of the late Dr. J. F. Scherer, who was killed in a truck collision here two weeks ago.

The annual commencement exercises of Barber Memorial College were concluded last week. Eight persons received diplomas. The high school department's exercises also were concluded last week.

Artis Burney was selected as the best all round girl in the following points: School spirit, loyalty, cooperation, friendliness, deportment and scholarship. She was a member of the high school graduating class.

Education - 1930

Colleges.

Arkansas.

DEMOCRAT
LITTLE ROCK, ARK.
APR 20 1930

New Plant Sought By Negro College

Philander Smith College for negroes will be moved to a new site southwest of the city and the first unit of three new buildings will be erected during the year if present plans are carried through to completion. Inspection and study of the proposed site and the needs of the college have been made during the past three days by Dean Thomas J. Holgate and Prof. U. S. Grant of Northwestern University. They represented the board of education of the Methodist church, which founded the college and which has assisted in its maintenance.

New buildings for the school were suggested at the Chamber of Commerce dinner meeting April 3 when a contribution of $25,000 was underwritten when it was said that it was believed $300,000 could be obtained for the college.

Dean Holgate and Professor Grant conferred with George W. Donaghey and D. T. Henderson, members of the board of trustees of the college; J. J. Harrison and Fred I. Brown of the Chamber of Commerce, and with G. C. Taylor, president of the college. They expressed pleasure at the interest shown by citizens of Little Rock in the building of the college.

The first unit of buildings for the school of the new site would be an academic and administration building and two dormitories, it is planned.

Education - 1930

Colleges.

HOWARD OPERATING ON $2,092,624 BUDGET

Evening Law School To Be Dscontnued

Washihgton, D. C., Feb. 8—The Board of Trustees of Howard University met in its semi-annual meeting on last Tuesday and were appraised of the fact that the university is now operating under a current budget of $2,092,624.

Tribune

2-13-30

Savannah Ga

Among the actions taken by the board was the adoption of the quarter system for the colleges of medicine, dentistry and pharmacy, for the purpose of integrating with the graduate and undergraduate colleges. It was also decided to concentrate upon the development of the day law school, and to this end, for the time being, the evening school is to be abolished beginning with the fall of 1930.

WHITE FACULTY MEMBERS OF HOWARD LAW SCHOOL RESIGN

Defender

8-7-30

WASHINGTON, D. C., Aug. 8.—All the white members of the faculty of the school of law of Howard university have tendered their resignations, it was learned Monday.

Disagreement over the administration of affairs of the law school is given as the cause for the wholesale resignations. Dr. Mordecai W. Johnson, president of the university, is charged with stripping the dean, Chief Justice Fenton W. Booth of the United States court of claims, of his duties and vesting all authority in Charles H. Houston, resident vice dean. Mr. Houston is engaged in a general reorganization of the law school.

Chicago Ill

Abolition of the evening law school was the chief cause of the disagreement, which led to the resignations. Almost the entire faculty of the law school was opposed to the closing of the evening school. Mr. Houston, suported by President Johnson, sponsored the movement after he had succeeded in having the board of trustees establish a day law school.

Chief Justice Booth was ready to quit in February. Judge James A. Cobb, vice dean of the law school, is credited with having persuaded him to continue.

The Colored members of the law faculty regret the resignations of the white members. None of them wished to discuss the matter. They stated they were keeping quiet about it with the hope that the faculty members who tendered their resignations might be persuaded to withdraw them.

Administration spokesmen, however, took a different viewpoint. The white members of the faculty, who are quitting, they said, could be replaced by other white men their equals, if not their superiors, in qualifications. It was admitted, however, that another man of the high position of Chief Justice Booth could not be obtained.

The men who are reported as having tendered their resignations are: Chief Justice Fenton Whitlock Booth of the United States court of claims, dean of the school of law; Dion Scott Birney, professor; Charles Vernon Imlay, professor; Edward Stafford, son of Justice Wendell P. Stafford of the supreme court of the District of Columbia, professor; Dale David Drain, assistant professor, and Gilbert Lewis Hall, instructor.

GERMAN, FRENCH AMONG NEW LIST OF PROFESSORS

Washington World

Doctor Newman Named Vice Dean Of School Of Medicine

10-3-30

DR. DOROTHY FEREBEE IS PHYSICIAN TO WOMEN

Washington,

School Grants 16 Leaves Of Absence For Graduate Study

D. C.

Sixty-three new members of the academic and professional faculties at Howard University entered upon their duties at the beginning of the 63rd year of instruction today. Among the new appointees six have received the degree of doctor of philosophy, two of whom are natives of Germany. A native Freshman, formerly instructor in French at Princeton University, has been added to the department of romance languages. A local judge, and the register of wills have been appointed to the faculty of the School of Law.

Other faculty changes announced by President Mordecai W. Johnson include eight promotions, sixteen leaves of absence for research and graduate study, and eight returning from leaves of last year.

Medical Vice Dean

The two administrative officers to fill positions recently created are Dr. Lloyd H. Newman, vice dean of the School of Medicine, and Dr. Dorothy Boulding Ferebee, physician to university women.

Dr. Newman is a graduate of Howard University and has pursued two years in biochemistry at Howard. Dr. Ferebee is a medical graduate of Tufts and has been engaged in private practice in Washington for five years. She holds the position of instructor in obstetrics in the School of Medicine.

Dr. Roscoe L. McKinney has been made full time professor of anatomy in the College of Medicine. Prof. McKinney received the degree of Ph. D. in anatomy from the University of Chicago last June.

D. C.

Heads of Departments

New heads of departments named for the school year are Mrs. Mary Reeves Allen, women's department of physical education; Associate Professor J. C. Grant, English; Louia Vaughn Jones, New England Conservatory of Music, violin; Roscoe L. McKinney, Ph. D., anatomy; Julian Waldo Ross, M. D., obstetrics and gynecology; Adophus Walton, D. D. S., prosthetic dentistry.

Appointments and promotions to the rank of associate professor include Andre Pierre Henri Battut, A. B., Sorbonne, Paris, Licencie es lettres; Diplome d'Etudes Superioures; Agrege de l'Universite, romance languages; Henry Arthur Callis, M. D., Chicago, medicine, full time; Abram L. Marris. A. M., Pittsburgh, economics; Max Meenes, Ph. D., Clark (Mass.), psychology; Joseph S. Price, Ed. M., Harvard, education; Valaurez Burwell Spratlin, A. M., Denver, romance languages.

Assistant professors appointed are: Thomas J. Anderson, A. M., Columbia, education; Gustave Auzenne, Jr., M. B. A., Pennsylvania, commerce and finance; Ralph J. Bunche, A. M., Harvard, political science; Helgo W. Culemann, Ph. D., University of Berlin, zoology; John Lovell, Jr., Ph. D., Northwestern, English; Dunlap Pierce Penhallow, M. D., Howard, orthopedics, part time; Julian Waldo Ross, M. D., Howard, obstetrics and gynecology; Otto Springer, Ph. D., University of Tubingen, Germany, German.

Law Appointments

To the faculty of the School of Law were appointed Judge Nathan Clayton, LL. B., National, lecturer and judge of the moot court; and Theodore Cogswell, LL. B., Georgetown, lecturer; Wm. H. Hastie, LL. B., Harvard; and Milton A. Kallis, LL. B., Northwestern, instructors.

Three part-time instructors appointed for the School of Religion are Rev. Lewis C. Moon, A. M., Johns Hopkins; Rev. Doland Rice, A. M., American; Rev. W. L. Washington, D. D., Union.

Other instructors appointed were James B. Browning, A. M., Michigan, history; J. Edmond Bryant, S. M., North Dakota, physiology; Jackson L. Davis, D. D. S., Howard, dentistry; R. Todd Duncan, A. M., Columbia, public school music; Albert Millard Dunham, A. M., Harvard, philosophy; S. Randolph Edmonds, A. B., Oberlin, English: Walter B. Gar-

NEW FACULTY MEMBERS TAKE UP DUTIES AT H. U.

(Continued from page one)

vin, D. D. S., Howard, dentistry; Robert C. Giffen, S. B., Ohio State, pharmacy; Miss Genevieve Goff, A. M., Cincinnati, education; Miss Helen C. Harris, A. M., Chicago, education.

Washington World

10-3-30

George Maceo Jones, A. M., Michigan, architecture; Miss Lois M. Jones, School of Practical Arts in Boston, and the Boston School and Museum for Fine Arts, design; Jacob Coleman Kelson, Ph. D., Harvard, psychology; Harold Over Lewis, A. M., Howard, history; Joseph H. Nicolson, D. D. S., Northwestern, dentistry; Addison E. Richmond, B. C. E., Ohio State, civil engineering; Ferdinand L. Rousseve, S. B., Mass. Institute of Technology, architecture; Arthur Owen Waller, S. B., Springfield Y. M. C. A., physical education; Robert J. Webster, A. B., Howard, political science; Clarence Reed White, A. M., Howard, mathematics.

Departmental Assistants

The following assistants were appointed: Morton B. Anderson, S. B., Colgate, Department of Bacteriology, Providence Medicine and Public Health, full time; Miss Leonie W. Burnett, S. B., Temple, physical education; Hyman Yates Chase, S. M., Howard, research in zoology; Paul Lawrence Dunbar Elmore, S. B., Claflin, chemistry; Bernard Lamont Gravotte, S. B., Lincoln, chemistry; Jesse A. Keene, M. D., Howard, anatomy; George Augustus Weaver, A. B., Talladega, chemistry.

Howard graudates named as clinical instructors in the School of Medicine are as follows: Drs. Carroll A. Brooks, Arthur Davis Carr, Norman Watkins Harris, Thomas Edward Jones, Thomas D. Martin, John K. Rector; and as clinical assistants: Drs. Charles Alexander Allen, Bruce K. Bailey, Albert Ross Hughes, Mabel Ora Fisher, M. Grant Lucas, Robert Spurgeon Penn, Alfred Augustus Phillips, Paul Edward Piper, Roy Underwood Plummer, Walter Stanford Savoy, Ogbon Napoleon Simmons, and Edwin Josiah Watson.

Leaves of Absence

Members of the faculty granted

leaves include: Prof. Chas. H. Wesley, Ph. D., head of the Department of history, who is studying abroad on a Guggenheim fellowship, and Prof. W. J. Bauduit, who is doing work toward his Ph. D. in mathematics at the University of Chicago.

Associate Professor Charles E. Burch, acting head of the Department of English, will pursue work toward his Ph. D. at Ohio State University. The leave of Associate Professor Percy Julian, acting head of the Department of chemistry, has been extended for another year in which to complete the work for Ph. D. at the University of Vienna.

Associate Prof. Hilyard R. Robinson, head of the Department of architecture, will spend his sabbatical leave doing special work in architecture at Columbia University. Assistant Prof. W. Mercer Cook will do graduate work in romance languages at Brown University.

Assistant Professor John H. Burr is on sabbatical leave for graduate work in physical education at the Springfield Y. M. C. A. at Columbia. Assistant Professor Madeline W. Kirkland of the Department of home economics is granted sabbatical leave in whoch to pursue work for the A. M. degree at Columbia University.

Miss Violet B. Warfield of the Department of physical education will study at Brown University. Wm. J. Knox of the Department of chemistry enters the University of California; Victor Tulano, also of chemistry, will work for the degree of Ph. D. at the University of Michigan.

R. P. Barnes has been granted an extension of his leave of absence to complete work for the doctorate in chemistry at Harvard. W. L. Hansbury, instructor in history, has been granted an extension of his leave during the autumn quarter in which to complete his work in anthropology at Harvard. F. P. Watts of the Department of psychology will study at the University of Chicago. Mrs. Myrtle R. Phillips, instructor in education, will work for her master's degree at the University of Chicago.

Returning

Among faculty members returning from leaves are Prof. Frank Coleman from the University of Pennsylvania, where he has met the residence requirements for the degree of Ph. D. in physics; Associate Profs. J. C. Grant, G. R. Wilson, and R. Arliner Young, who return from the University of Chicago, where they pursued work toward the Ph. D. degree in English, sociology, and zoology, respectively.

Associate Professor Abram L. Harris studied last year at Columbia University, where he qualified in full for the degree of Ph. D., except the completion of his dissertation, which is now being published by the Columbia University Press. Associate Professor Valaurez B. Spratlin spent last year at the University of Madrid, Spain, pursuing work towards the degree of doctor of philosophy. Assistant Prof. Ralph J. Bunch worked last year at Harvard University, where he completed the full requirements for the degree of Ph. D., except his thesis.

PHILANTHROPY GIVES VOTE OF CONFIDENCE TO EDUCATIONAL

By LOUIS R. LAUTIER

WASHINGTON, D. C.—Howard University received a total of $535,000 from private philanthropy for use in the current school year, according to the annual report of Dr. Mordecai W. Johnson, president of the university, to the Secretary of the Interior for the fisca year ended June 30, 1930.

Journal and Guide

The gifts of Dr. Johnson reported included the award of $250,000 from the Conrad Hubert estate, an additional appropriatin of $211,970 from the General Education Board, and the availability of an additional sum of $70,656 from the Julius Rosenwald fund. There were several smaller gifts.

12-20-30

"These gifts represent a vote of confidence in the work of Howard University which, together with appropriations of the United States Government directed toward the simultaneous development of the three fundamental factors of personnel, materials and supplies, buildings and equipment, are deeply encouraging to the administration and are a hopeful sign of the possibility of establishing here in Washington an educational service of far-reaching significance to the colored people of the United States," Dr. Johnson stated in his report.

Norfolk, Va.

An increased appropriation of $65,000 from the Government for added personnel enabled the university to improve instruction by employing an increased number of full-time teachers and assistants for a total enrollment of 2,619 students.

This improvement of instruction, according to Dr. Johnson's report, resulted in the school of law meeting the complete requirements of the American Association of Law Schools, the dental college reorganizing its curriculum and teaching personnel and placing nearly all purely dental subjects in the hands of full-time men, and the reduction of student clock hour loads of teachers in all departments of instruction with the exception of the schools of pharmacy and religion, "and the entire life of the university was enriched through the employment of a few new teachers of superior training and mature experience."

The award of $250,000 from the Hubert estate was made by former President Calvin Coolidge, former Governor Alfred E. Smith and Julius Rosenwald, for the development of the school of medicine.

5-Year Program

Moneys provided by the General Education Board made it possible for the college of medicine to inaugurate a 5-year program of training full-time teachers for the pre-clinical sciences by sending five fellows to the Universities of Chicago, Michigan, Minnesota, and Columbia to prepare for anatomy, pathology, physiology, pharmacology, and public health. Two of these fellows, Dr. Johnson said, have already reported distinguished research results. The tuition fee in medicine was raised at the beginning of last year from $200 to $250. The increased income, Dr. Johnson reported, made possible certain increases in salaries and the installation of a camerating tank and long-needed fume hoods for the laboratories of physiological chemistry, physiology, and pharmacology.

Significant Gain

There were enrolled 74 student in dentistry last year, 5 more than were enrolled the year before. "This gain is very significant," Dr. Johnson states, "inasmuch as it breaks a downward trend which has been characteristic of the dental enrollment for the past several years."

The college of dentistry for the first time in its history, he reported, did its work under the leadershiup of a full-time dean and an autonomous faculty. Decided improvements were reported in the equipment and appearance of the laboratories.

The Board of Dental Examiners of New York, it is reported, have thoroughly surveyed the work of the dental college, have written that its curriculum and program merit recognition, and have voted to register the college in the State of New York.

Decided improvements were reported in the equipment of the laboratories of the college of pharmacy.

Experiment a Success

The first year's experiment with the full-time 3-year day law school proved a success, Dr. Johnson reported, based upon a registration of 20 students for the first year class. He also reported that the law faculty was strengthened by the addition of a third full-time teacher.

"In all matters touching entrance requirements, curriculum, teaching staff, library, equipment, and records," he states, "the work was conducted for the first time in full accord with the requirements of the American Association of Law Schools." Since the closing of the evening school, attention has been concentrated upon the development of a first class full-time day school.

It was reported that support for the school of religion is still very meager. It receives no aid whatever from the Federal Government and is dependent upon special donations and a small endowment. "In spite of the lack of funds," Dr. Johnson states, "a small faculty is laboring with commendable zeal and courage in an effort to strengthen the religious leadership of the Negro." One source of encouragement, he says, is the increasingly higher type of student each year entering the school of religion.

In the undergraduate colleges, it was reported, the university was able to effect a deliberate increase in the salary scale by reason of an appropriation of $20,795 from the General Education Board and by increases of tuition fees.

Salary Increases

"These increases in salaries," Dr. Johnson reported, "have enabled a larger number of teachers to concentrate their full attention upon their work; they have heightened morale; they have set up a wholesome aspiration toward higher competency throughout all ranks of instruction; and they have opened to the younger men and women on the faculties the vision of a career of ful life devotion to scholarship." Seventeen of the younger teachers were away during the year pursuing additiona graduate and research work.

Mention was made in the report of the fact that Prof. Charles H. Wesley head of the department of history, has been awarded a John Simon Guggenheim Memorial fellowship for "A Study of Negro Slavery and Apprenticeship in the British West Indies, 1807-1838—A Study in Economic Transition"; Prof. Ernest E. Juse, head of the department of zoology, has been chosen a vice president of the American Society of Zoologists; and Prof. Charles H. Parker, head of the department of botany, has been chosen a fellow of the American Geographic Society.

Education - 1930

Colleges

6

Kansas.

DANCERS CAUSE RUMPUS AT KANSAS U.

Call

Faculty and Leaders on Campus into Huddle Over "Problem"

LAWRENCE, Kas.—Ten colored students—four men and six women—attended an all-university informal dancing party at the union building two weeks ago and caused faculty, members and student leaders to "go into a huddle" to consider what had best be done about the matter, it was revealed here Friday.

5-2-30

The various meetings and conferences held over the grave matter of colored students dancing on the same floor with white students finally arrived at the conclusion that the colored students technically had the right to attend all-university parties, but that for the peace and quiet of the university, it would be better if they did not do so. They were not asked to stay away and were not told they had to stay away; but they were asked to consider the embarrassment of the university and so forth and so forth and so forth.

Kansas City

Mo

The Chancellor Speaks

Chancellor E. H. Lindley, who has never been noted for his tact in dealing with the race relations on the campus and who cannot get it out of his head that the colored students are on the campus by the grace of God and the kind-hearted forbearance of somebody or other, is said to have told certain colored student leaders that if they did not stay away from the dances they would "have whatever privileges they now had taken away from them."

Fortunately for Kansas, however, there are other faculty members who are not as gifted as the chancellor and they took some practical steps to ease what had become a tense situation.

Fight Is Threatened

Some young white roughneck stated that if the Negroes came to the next dance he would start a fight and throw them out. That remark got to the dean of men, Henry F. Werner, and Mr. Werner, not wanting to see the poor colored students tossed out on Mt. Oread on their noses, chins, or whatnots, got together with the secretary of the campus Y. M. C. A. (who is from Louisiana, but is making a desperate effort to act like a human being) the secretary of the campus Y. W. C. A. and Dr. Helen O. Mahin, associate professor of journalism.

Mr. Lewis Is Careful

They sent post-haste for Edward S. Lewis, secretary of the Urban league in Kansas City and had Mr. Lewis talk to the editorial writing classes in journalism and later conduct a sort of forum at a meeting of colored students. Mr. Lewis, not knowing what the trouble was until he reached the campus did not give out any snap judgments and hurt nobody's feelings on either side. He told both groups that the relationships had to be worked out and that time was necessary. Since he had no warning, he did as well as could be expected.

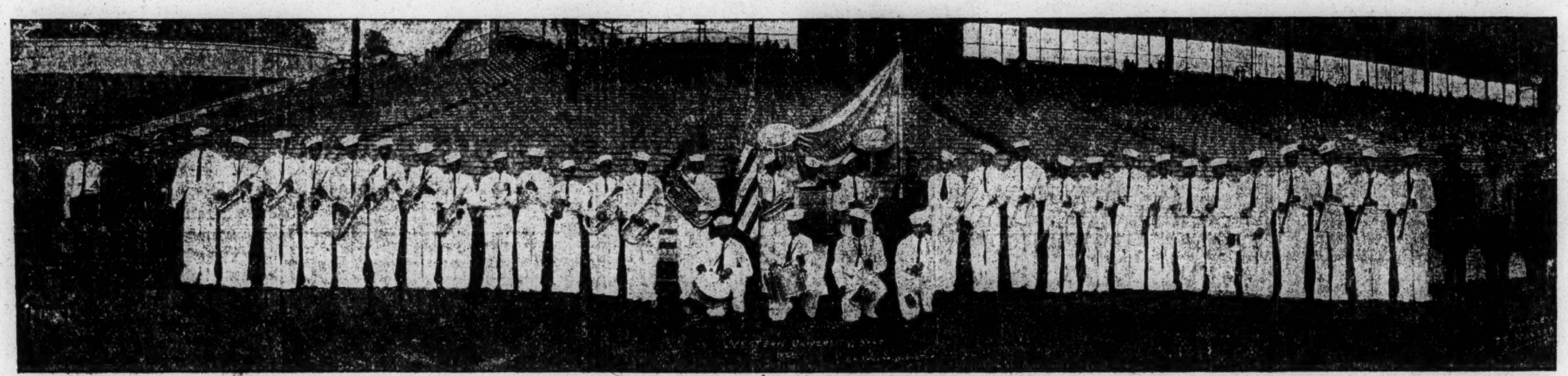
In the all-colored meeting, the students got some things "off their chests" about their treatment at the university and they did not bite their tongues. But they did say that they were not going to thrust themselves in on the all-university party if they were not wanted. They said also, that they had found out all they wanted to find out, namely: did the posters advertising the dance mean "all-university" or did it mean "all-white?"

Results Are Good

The little rumpus had its good results, just as does every rumpus where a few hardy pioneers take it upon themselves to find out things. First, the Negro students forced the admission that the administration knows it isn't giving them a square deal but cannot help itself; second, Dr. Mahin, the student newspaper have shown more backbone than the whole university administration in facing the situation honesty and calling for better treatment for the Negro students; third, Dean Werner has admitted that he has learned more about Negroes in the last two weeks than he had ever known before; and fourth, a joint committee has been formed to consider ways and means of having the Neegro students participate more fully in university life.

Who knows but what the ten dancers (and the good roughneck who threatened the fight) have done more to advance the Negro students on the campus than all the petitions, protests and conferences held over the last ten years?

WESTERN UNIVERSITY BAND TO TOPEKA



Western university is solidly behind Miss Lucretia Alexander as is evidenced by the cry heard on the campus "On to Topeka" led by President J. P. King, the faculty, student body, and band will journey to Topeka May 26 in a special bus to support Miss Alexander who won the state oratorical contest held by the Elks. The cheering section will be composed of the band under the direction of C. H. Taylor and a pep squad made up of the student body. There will be large delegations from each state represented in the Mid-western regional contest however, Western is confident that they will not be disappointed in their effort to win.

Call 5-16-30 Kansas City, Mo.

Education-1930

Colleges.

Kentucky

ATWOOD RE-ELECTED HEAD OF K. N. I. I.

News 3-8-30

Praised By Board of Regents

Louisville, Ky.

Frankfort, Ky., March 8.—R. B. Atwood, president of the Kentucky Normal and Industrial Institute here, today was re-elected by the board of regents of that institution, W. C. Bell, chairman, announced.

Although the reappointment was not scheduled to have been made until July, the board made it at this time, because of the "satisfactory service" of the president, and to give him an opportunity to continue a program designed to gain his institution a rating in the association of colleges of Kentucky.

President Atwood is a native of Fulton county and received his education at Fisk University, Nashville, and Iowa State College, Ames. Before assuming the president's place in the institution here last July h had served as dean of the Texa School of Agriculture at Prairi View.

Simmons University Given a Higher Rating

News 3-8-30 Louisville Ky.

The following letter speaks for itself:

University of Kentucky,
Lexington, March 3, 1930.
President C. H. Parrish:

At a meeting of the Committee on Accredittd Relations of the Univer-ity of Kentucky, March 1 1930 Simmons University was rated "B" grade senior college. This means that the University will recommend that institutions accepting students from Simmons on transftr give credit for undergraduate work not to exceed the mmaximum of thirty semester hours per year and that they admit the gaduates to the Graduat School wiith an extra requirement of one semester in addition to the reguar requiremtnt for the Master's degree.

Yours very truly,
Ezra R. Gillis, Sec. Committee.

University of Louisville Buys Simmons University

Louisville News 8-9-30 Louisville Ky

Board Says Negro Junior College Will Be Organized

Colored Citizens Do Not Understand J. A. Thomas Writes On Subject

News in the daily papers last Saturday that the University of Louisville had planned to purchase Simmons Univeristy as a junior college for Negroes, aroused so much adverse criticism from Colored citizens that the editor asked men more familiar with the situation to write the facts for Louisville News readers. The News opposed the U. of L. bond issue because it felt Negroes could not share in its benefits. After being defeated once, promise was given the Colored citizens they would be taken care of. The News took that promise with a grain of the well known salt but the bond issue went over withthe help of a lot of gullible colored folk. Five years went by and no provision had been made for the Negro youth. So The News lost nterest and was satisfied with an "I told you so." Here the subject bobs up again. The following article is written by one who knows more about it than the editor:

By J. A Thomas

Louisville citizenship welcomed the announcement this week that the University of Louisville was negotiating the purchase of the property of Simmons University for the purpoes of establishing a idepartment of the Univedsity of Louisville for Negroes. Bringing to an end six years of patient waiting this decision of the Board is the fulfillment of an agreement entered into with the colored population when a special Bond Issue for the University was approved by the voters in 1925. At that time the Trustees of the University assured Negroes that facilities for giving them College work in the city would be provided but due to changes in the administration of the University nothing definite resulted until the announcement recently made.

For several months representatatives of the Inter-Racial Commission, the Urban League and other interested organizations have been conferring with the President of the University of Louisville urging the establishment of the Colored branch. Various plans have been discussed, but because of the lack of sufficient funds it was not possible to agree on one that would meet the situation satisfactorily until officials of Simmons University indicated their willingness to consider the sale of a part of the plant now occupied by the University. In view of the fact that the courses to be offered by the proposed college would practically duplicate the work of Simmons University the transfer of Simmons property to the University of Louisville is considered a desirable move.

Although heartily in accord with the plan to provide higher education for Negroes under the supervision of the University of Louisville, members of the committee do not believe that several features emphasized in the newspaper account will be entirely satisfactory to the Negro population. According to the statement the New College offering only two years of work above high school. While it is certain that a number of recent high school graduates will take advantage of this opportunity it is felt also that a large number of students who have already attained senior College rating at Simmons University will be denied further opportunities because of the discontinuation of College work by Simmons. Officials of Simmons said that there are more than fifty College students residing in Louisville who will be affected by the elimination of Senior College work at Simmons.

That the new college will have a faculty of white teachers was also stated in the news story. In all discussion with officials of the University of Louisville the opinion was unofficially expressed, that Negro instructors who could qualify would be employed in the New College, and it was not intimated that the aculty's plan in this particular will meet the approval of Colored people.

There is also some question as to what will be the tatus of New College in its relation to the University of Louisville." While under the control of the Board of Trustees of the University this new proposed College will not be a part of the University," reads a statement from the Universty on this pont. From this statement it appears that the new College will be a distinct and separate institution except that it will be supervised by he trustees of the University of Louisville.

Since the announcement of the plans for the College several meetings of the joint committee have been held and efforts have been made to obtain more definite information on these and other details. Presdent Kent of the Unversity could not be reached. In an unoffical conference with E. S. Jouett, chairman of the Board of Trustees, it was explained that the article appearing in the newspaper was not the originau release made by University officials, and therefore **could not be considered** official. A copy of the original release was given the committee and is reprinted herein.

Before the final plans for the New College are completed every effort will be made to ascertain the exact status of the institution and the policies by which it will be governed. A meeting of the Inter-Racial Committee, the Urban League Committee of fifteen and other interested persons was held Thursday after which a committee was appointed to confer with the Board of Trustees regarding the plans for the proposed College.

HERALD POST
LOUISVILLE, KY.

AUG 3 1 1930

U. L. TAKES OVER NEGRO COLLEGE

$100,000 Deal for Simmons University Brought to Completion.

Representatives of the University of Louisville completed negotiations Saturday for purchase of Simmons University. The transfer of the property, bought for $100,000, was accomplished at the Kentucky Title Trust Company offices.

The U. of L. acquired three of four buildings and property bounded by Seventh, Eighth, Zane and Kentucky streets.

The boys' dormitory of Simmons University was not included in the sale and will be converted into a theological school, to continue under the present administration. The building fronts on Seventh street. The purchaser, however, may take over this property also upon a year's notice any time within the next ten years.

Sum Set Aside in 1925.

The $100,000, which had been set aside from the bond issue voted the University of Louisville by the city in 1925, was paid and the deed to the property was given over to representatives of the U. of L. Saturday. These representatives were Dr. Raymond A. Kent, president, and Alfred Selligman, attorney and member of the board of trustees.

Simmons University was represented by the Rev. W. P. Offutt, Negro, moderator for the General Association of Colored Baptists in Kentucky; John O. Blanton, Negro, president of the American Mutual Savings Bank, and John C. Chandler, attorney. Acting for the trust company was Paul H. Gossage, closing attorney.

Negotiations for purchase of the property had been under way for some time. The transaction was completed following approval August 16 at the annual meeting of the Gener l Association of Colored Baptists at Owensboro on the recommendations of the Simmons trustees.

The University of Louisville, in acquiring Simmons University, is carrying out a program for Negro education promised when the bond issue was voted in 1925, according to Dr. Kent.

Immediate Possession.

Doctor Kent explained that the university will take immediate possession of Simmons, but that because of necessary remodeling and repairs classes will not open until January.

The former girl's dormitory will be converted into a laboratory and will be equipped with recitation rooms.

The new university branch will be under control of the board of trustees but will not be an integral part of the university, the president said.

The colored school will offer "such work as enrollment and finances will warrant," Dr. Kent declared. No appointments to the staff of the new school have been made as yet, but many applications are on file, he said.

Simmons University will discontinue its preparatory and college departments but will retain and administer its department of theology.

Education - 1930

Louisiana

Colleges

Close Deal for New School

NEW ORLEANS, Feb. 28.—After a series of conferences lasting a week, the major details of the merger of New Orleans university and Straight college into a $2,000,000 Dillard university were perfected last week and five Race men selected on the board of 17 trustees provided for in the new charter.

Defender

These men are: Dr. George E. Haynes and W. A. Daniel, New York city; Bishop R. E. Jones, E. J. LaBranche, local pharmacist, and Dr. Thaddeus Taylor, M.D., of this city.

Five members of the trustee board will represent the citizens of New Orleans and four of these have been elected, headed by Edgar B. Stern, son-in-law of Julius Rosenwald; and including three other whites—Alvin P. Howard, Warren Kearney and Monte M. Lemann. The other trustees are: Mrs. Lucius R. Eastman, Charles B. Austin, Fred L. Brownlee, who with Dr. Haynes, Mr. LaBranche and Mr. Daniel represent the American Missionary association for the Congregational church, which has supported Straight college, and Thomas F. Holgate and M. J. Holmes, Chicago; L. N. Gatch, Cincinnati; Frank Jensen, Dallas, who with Bishop Jones and Dr. Taylor represent the Methodist Episcopal church, which operates New Orleans university and the Flint-Goodridge hospital.

3-1-30

To form the university with New Orleans and Straight will be included the Flint-Goodridge hospital, which will be a part of the medical college, though the hospital will retain its name.

Chicago, Ill.

The $2,000,000 merger will be financed by contributions of $500,000 each from the educational board of the Methodist Episcopal church and the American Missionary society, with $250,000 to be raised locally. To this will be added $750,000 by the Julius Rosenwald fund, Chicago, conditioned upon the raising of the amount assigned to New Orleans. The community chest, representing the city social agencies had previously agreed to a drive to raise the quarter million dollars to be contributed by New Orleans.

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3 Negro Colleges Will Be Merged

Constitution
2-22-30

NEW ORLEANS, Feb. 21.—(AP)—Announcement was made here today of the completion of plans to organize Dillard University, negro educational and medical institution, with the merging of New Orleans University, Straight college and the Flint-Goodridge hospital.

Atlanta, Ga.

The combined institution will be a $2,000,000 undertaking.

The trustees will ask New Orleans to raise $250,000 to be turned over to the hospital fund.

The New Orleans subscription fund will be added to $1,750,000 already appropriated for the college by the educational board of the Methodist Episcopal church, the American Missionary Association, the general education board of New York and the Julius Rosenwald fund.

New Orleans, La. States
[illegible] 17, 1930

Dillard University

GRANTING by the Commision Council of a permit to build Dillard University on a tract acquired on Gentilly road near London avenue clears the way for the early completion of that institution, representing a merger of Straight University on Canal street and New Orleans University on St. Charles avenue.

Straight and New Orleans universities have long been in existence and have graduated large numbers of students. They have been chiefly supported by Northern money. Some time ago supporters of the institutions decided that a union of the two into a greater university would work to the advantage of both; and it was proposed to the people of New Orleans that if they would contribute $250,000, the Methodist Episcopal Church and the American Missionary Society, supporters of Straight, would give $1,000,000 and the Rosenwald and General Education Foundation would pledge $750,000, making a total of $2,000,000, of which $1,500,000 would be used to construct Dillard University and $500,000 to build a new hospital and nurses' school for the colored race.

New Orleans fulfilled her part of the proposition and nothing now stands in the way of the building of the school and hospital. The delay in starting work has been due to original opposition voiced against the university site, but this has now been withdrawn, as, indeed, it should have been, for the university will be a real accession to the section in which it is to be erected. There has been no objection raised, we believe, to the locale of the hospital, which is in a neighborhood largely populated by the colored race.

The hospital will be a distinct acquisition. It will not only provide larger and better accommodations for the sick of the race, but will train nurses to serve them not only in the hospital but in their homes. New Orleans has a large colored population, and it is to the interest of the whole community that they have every opportunity to improve their condition from a health standpoint. The city's death rate is heavier than it should be by reason of the very much greater mortality among colored residents, and if that mortality can be materially decreased, the city will be the beneficiary.

Maryland.

Education-1930

Colleges.

HIGHER EDUCATION FOR THE NEGRO YOUTH OF MARLYAND

V.

In providing for the higher education of the white youth of Maryland the State exhibits a generous and liberal spirit and at the same time proclaims its firm adherence to the principle that it is the duty of the State to prepare and equip the youth of the Commonweath for the high and responsible duties of citizenship.

Herald-Commonwealth

And in thus providing for an educated citizenship it has established the University of Maryland for the maintenance of which $1,800,462.08 has been appropriated for the current expenses of the University for the year 1931; and in the further promotion of higher education of the white youth of the State $298,200 is given to other white universities and colleges where the white young women and men can secure collgiate or professional training partly at the expense of the State. 12-27-30

The University of Maryland faculties are composed of men and women of the most thorough scholarship equal to those of the best school in the United States; they are paid by the State; the colleges of the University are fully equipped. The students of the University are given the benefit of these advantags, and besides, board, lodging and incidentals carrying every comfort are placed within their reach at the lowest possibe charge.

Baltimore, Md.

In addition to the other great benefits allowed at the University of Maryland, Maryland students are given the benefit of a charge of $125.00 a year paid by non-resident student.

This is equivalent to a tuition charge for that amount. amount.

As there were 1948 students in the University 95 per cent of whom received the benefit of this exemption there were in round numbers 1850 scholarships given to white University of Maryland students.

As shown in a previous article there are given to white students of Maryland in the State aided colleges the equivalent of 1,000 scholarships at $100 each a year.

Eighteen hundred fifty scholarships at $125.00 each would equal 2312 scholarships at $100 each totalling thirty-three thousand and twelve (3312) scholarships at $100 each given to the white youth of Maryland to aid them to secure a college education while not a single scholarship is given to a Negro student in any college anywhere to aid him in securing his education.

The Negroes constitute one-sixth of the population of the State of Maryland.

It will be found that they also pay directly and indirectly one-sixth of the taxes for the support and maintenance of the government of Maryland and the educational institutions of the State.

In all fairness they should be given just and liberal provisions for the education of their children.

Little of the taxes paid by them, the amount being almost insignificant, is returned to the group in salaries paid to its members in he State or by State agencies.

Of the many thousand official positions in the gift of the State, not one, not even a clerkship is held by a Negro.

It ought not to be asking too much therefore to ask that a fair distribution of taxes be made in the education of the Negro youth.

Morgan College should be adequately supported by the State and required to give scholarships for free tuition to such number of resident students as may seem wise and just to the Legislature and the Governor of the State.

EDITORIAL

HIGHER EDUCATION FOR THE NEGRO YOUTH OF MARYLAND

NO. IV.

IN A PREVIOUS number we showed that while more than two million dollars are appropriated annually for the higher education of the white youth of Maryland only $22,000 is spent for a like purpose for the Negro youth; that while the equivalent of 1,000 scholarships on the basis of a Morgan College tuition scholarship is given to white youth in Maryland, not a single scholarship or other aid of any kind is given to Negro students of the State.

Herald-Commonwealth

12-20-30

Negro students are barred from the University of Maryand and are barred from the other State aided colleges which are required to furnish a certain number of scholarships out of the money given by the State.

While making adequate provision for the University of Maryland and the liberal aid to the State aided white colleges it would have been a liberal and generous gesture to have given to Morgan College for the higher education of Negro youth at least one-tenth of the amount spent for the higher educaion of white youth.

To provide and partially equipp a college for the higher education of Negro youth would cost the State at least a million Dollars.

Baltimore, Md.

Negro taxpayers are aware that they pay their full quota of taxes both directly and indirectly and are entitled to their full share of the benefits, in education for their children, protection of life and property and whatever else accrues to citizen-taxpayers of the State.

They are not asking for the establishment of a college for higher education but they are going to insist that Morgan College be provided with sufficient funds to carry on the work of higher training of our youth.

Apparently the State depends upon Morgan College to prepare young men and women for the work of teachers in the State and amazingly it seems also true that it expects the work to be done without practical cost to the State because it is a college for the education of Negroes.

Just why the State expects Negroes to be educated free of cost to the State is a problem in itself whose solution we have no desire to undertake.

With the limited means it possesses and notwithstand the lack of substantial aid which it should receive from the State we submit the following table to show what Morgan College has done and is doing for the colored youth of Maryland and the number of teachers it is sending out to teach in the Maryland schools increasingly every year:

Year	Graduates	Teaching In Maryland
1925	27	20
1926	22	17
1927	29	16
1928	41	22
1929	60	29
Total	179	104

Education-1930

Colleges.

Maryland.

EDITORIAL

HIGHER EDUCATION FOR THE NEGRO YOUTH OF MARYLAND

III.

Herald-Commonwealth
12-13-30 Baltimore, Md.

We have shown that the State of Maryland in providing for the Collegiate and Professional Education of the white young men and women of the State has built up a splendid educational system in the State and by liberal appropriations of money to the University of Maryland, to Johns Hopkins University and other state aided colleges has put collegiate and professional training within the reach of every white boy and girl in the State who chooses to take advantage of them.

Negro boys and girls, the sons and daughters of Negro citizens and tax payers are not permitted to share these advantages with the sons and daughters of the white citizens and taxpayers of Maryland.

And no separate provision is made for them out of the Educational fund paid into the State Treasury by all the tax payers of the State, white and black.

Since Negro boys and girls are not permitted to share the training provided by the State for the white youth, a separate College should have been established and adequately equipped so that the Negro youth of Maryland should be able to secure collegiate and professional training upon terms measurably equal to those given the white youth.

It cannot be said that the Princess Anne Academy and the Bowie Normal Training School provide such education, because they do not. Both are meagerly provided with funds by the State and neither furnishes its students with collegiate training; both fall within the grade of Secondary Schools.

Morgan College is the only institution in the State that is able to furnish collegiate training to the Negro youth of Maryland at the least cost to the State and has permormed that work efficiently and splendidly for the State for many years and from which it receives only a mere pittance.

It is incumbent, and common justice dictates, that the State should provide Morgan College with sufficient funds with which to give collegiate training for the State to the colored youth of Maryland for whom no provision is made by the State.

The imperative demands on Morgan College by the Negro youth of Maryland for Collegiate training severely taxes and strains the physical capacity of the College and money should be granted the institution for enlargement of the plant, increased equipment and increase in its teaching staff.

For many years like all other Negro Colleges Morgan College admitted the Negro youth of the State to all the advantages it offers practically free of tuition charge.

The poor boys and girls of the race ambitious to fit themselves for service were required to pay only, perhaps, a nominal entrance fee, their board and room rent and for their books.

The increasing cost of maintaining and supporting an educational institution, however, has forced the College to put a charge of tuition of $100.00 upon all students whether Maryland students or from outside the State.

While Negro students of Maryland who attend Morgan College must pay $100.00 tuition in addition to all other expenses incident to college life, 181 students of white State aided Collegiate institutions were given in those colleges in addition to free tuition, free board and room rent; 61 of these being also given free text books.

Assuming that the tuition in these colleges is no higher than that of Morgan College the 454 Scholarships in the white State aided colleges would amount to $45,400. in free tuition. The 181 who receive free board and room rent say at an estimated cost of $300 for board and room rent would amount to $54,300, totalling $99,700 and in round numbers 1,000 Scholarships with free tuition on the basis Morgan College tuition.

This imposes a great and unjust hardship upon the poorest group of citizen taxpayers in the State and we do not believe the white people of Maryland are informed that such educational inequalities between the races exist.

Fairness and justice urge that a nearer approach to an equal division of the State Educational fund for the higher education of Negroes be made and that it be given to Morga nCollege to enable it to do more fully he work it has been doing for years for the State.

HIGHER EDUCATION FOR THE NEGRO YOUTH OF MARYLAND

NO. II.

The State of Maryland has provided in its budget for 1931 the following appropriations for the higher or collegiate education of the white youth of Maryland:

University of Maryland	$1,800,462.08
John Hopkins University..........	75,000.00
Maryland Institute	20,000.00

Blue Ridge College	7,000.00
Charlotte Hall	8,500.00
St. John College	70,000.00
St. Mary's Female Seminary	10,000.00
Washington College	65,000.00
Western Maryland College	42,700.00
	$2,098,662.08

The University of Maryland is owned and controlled by the State.

Herald-Commonwealth

The other institutions named are designated as "State aided" institutions uncontrolled by the State and the money appropriated for their use is without condition or requirement except as to scholarships.

12-6-30

Seven of these schools are required to furnish to Maryland white youth 454 scholarships as follows:

John Hopkins University, 129 free scholarships.

Blue Ridge College, 29 free scholarships.

Charlotte Hall, 29 scholarships, including tuition, board and room rent.

Baltimore, Md.

St. John College, 29 scholarships, including board, tuition and room rent; 26 scholarships tuition only.

St. Mary's Female Seminary, 29 scholarships including board tuition and room rent.

Washington College, 36 scholarships, free tuition, board, room rent and text books; 25 scholarships with free tuition and text books; 50 scholarships with free tuition.

Western Maryland College, 58 scholarships free tuition and board for 29 male and 29 female students, and 14 scholarships with free tuition.

Maryland provides splendidly for the higher training of its white youth and the Negroes of Maryland bear the fortunate white youth of the State and their parents, from whom the burden of expense for their education is lifted or lightened, no grudge or ill feeling because imperatively needed provision is liberally made for them.

But the Negroes of Maryland feel that a gross injustice is imposed upon them inasmuch as proportionate provision is not made for Negro children, Negroes being greatly the poorer and the underprivileged group.

The only institution for the higher education of Negroes in Maryland is Morgan College; to that institution the State gives $22,000 annually.

There is established no State College for higher training and the Negro parents of Maryland who desire that their children be given the advantage of collegiate training must and do make the sacrifice out of their scant earnings to send their children to Morgan College or to some college out of the State.

The State does not provide a single scholarship for Negro boys or girls, not even for tuition the cost of which ranges from $100 to $150 in Negro colleges.

The Negro has an abiding faith in the latent sense of justice of the white man and they are now asking that this sense of justice be aroused and that the white people **of Baltimore and Maryland who stand for justice and fairplay join with the Negro taxpayers of Maryland in securing for them an institution for the higher training** of their youth or that Morgan College, which has for years done the work for the State that a State institution should do, be sufficiently equipped with funds to carry on the college work for the State.

During the Academic year 1929-30 474 students attended the regular sessions and 121 the Summer School of Morgan College making a total of 595. Out of this number 376 were Maryland students, sons and daughters of Maryland taxpayers.

Constituting as they do one-sixth of the population of the State and paying their full chare of the taxes for the support of the State government and the department of education it is not fair nor just that in the distribution of taxes for educational purposes only a little more than 1 per cent of the funds appropriated for higher education is given to the only Negro College in the State while more than 98 per cent is spent for white education.

Education-1930
Colleges.

Missouri

STOWE TEACHERS' COLLEGE TO BECOME JUNIOR COLLEGE FOR BOYS AS WELL AS GIRLS

To Offer a Two-Year College Course of the First Rank

PLAN BEGINS JAN. 27TH

Will Raise School To the Recognized Standard of Association

As a result of the action of the Board of Education Tuesday at its regular monthly meeting, St. Louis will have it first junior college for Negro young women and young men. The body voted to raise Harris and Stowe teachers' colleges—which have been devoted entirely to a four-year course training girls to become teachers—to the recognized standing of Junior colleges upon the opening of the next semester, Jan. 27. This will admit boys as well as girls to a two-year college course, in addition to the pedagogic department.

Argus
1-17-30
St. Louis Mo.

Expect Large Enrollment

New teachers are to be added immediately to meet the demand resulting from the change and a large enrollment is expected since boys who are high school graduates and could not afford to go off to college will be given their opportunity by the new arrangement.

The general organization of the two schools will be revised to correspond to the usual college system. It is not planned to drop the word "teachers" from the name of the institutions. Dr. J. L. Purdom, principal of Harris College, who has had the equivalent rank of an Assistant Superintendent with the added duty of supervision of all elementary schools, will act as president of both schools.

To Be Built Up

It is thought that after several years to be spent in improving the organization of Stowe College, it might be possible to establish an independent presidency there. It is housed temporarily in Simmon School, 4300 St. Louis avenue, where an addition is being built for the college. The school was named for Harriet Beecher Stowe, author of "Uncle Tom's Cabin.

It is planned to change the title of the head assistant at each college to "vice president," first rank, at $4800 a year.

Teachers at the colleges would receive the title of professor instead of head assistants, associate professors instead of first assistants assistant professor instead of second assistants and instructors instead of third assistants, as is the usual college style. Faculty members would be assigned to added duties as registrar, dean of instruction and dean of women at each college, with an assistant dean of women at Harris. They would receive $100 to $300 a year additional salary. After January, 1932, midyear graduations would be discontinued to conform to the college custom. The classes are relatively small under the twice-a-year graduation custom.

The usual courses, such as those given in any college of arts and sciences, and as given now at Harris and Stowe, would be offered. With the usual privilege of electing courses, girls enrolled for teacher training for four years would receive their pedagogic work in the last 2 years. The institutions would amount to junior colleges having full departments of education. Boys and girls finishing the first two years' work could go on as juniors in other colleges.

Recognition of Credits

One strong reason for changing the status of the schools is to make them conform to the credit requirements of the North Central Association of Colleges and Secondary Schools, which does not recognize teachers' colleges as such. The superintendent has always had the right to admit boys to these institutions. He has recommended changes of locker room facilities at Harris to accommodate boys.

STATE HELPS HIGH SCHOOL STUDENTS AT LINCOLN UNIV

Also Tuition For Those Attending Universities In Other States Who Pursue Studies Not Provided at Lincoln University

ANNOUNCEMENT MADE BY STATE SUPT. CHAS. A. LEE

JEFFERSON CITY, Mo., April 22—State Superintendent Chas A. Lee has just announced that the state has paid $2287.50 for the tuition of 61 Negro students doing high school work in Lincoln University. This is at the rate of $37.50 per student for half of the school year. The second allowance will be paid at the close of this school year. This is the first year such an arrangement has existed and is possible by an appropriation of $15,000 made by the last legislature sponsored by Superintendent Lee.

Argus
4/25/34

Lee's argument for this measure was every Negro boy and girl who lived in a district supporting a high school for white children, but none for the colored should be privileged to attend Lincoln University and do their high school work with the state helping defray expenses. These 61 students at the University are attending under this plan.

St. Louis
Mo.

The names and addresses of these students are: Willa Henderson, Gilliam; Lela Patterson, Bunceton; Corrine Wilson, Clinton; Florence Wright, New Franklin; Chas. Nichols, Armstrong; Baker Turpin, LaGrange; Carl Wright, Tipton; Kenneth Draffen, Bunceton; Charlene Maul, Ironton; Melvon Byrd, Ironton; David Taylor, Karksville; Charlie Harris, Nelson; Grace Lawson, California; Chester Nichols, Eolia; Geo. Smith, Huntsville; Luther Taylor, Bonne Terre; Catherine Wheeler, Elsberry; James Woods, Glasgow; Marie Carrell, Odessa; Lillian Harris, Macon; Merrill Tolson, Fayette; Lorene Grant, Ironton; Majory Finley, Boonville; Ruby Poston, Fulton; Sylas Smith, Festus; Lois Dodson, Carrollton; Robert Thomas, Poplar Bluff; Ralph Rose, Webster Groves; Estella Anderson, Bellflower; Marie Grady, Clinton; Mary A. Wright, Gilliam; Rulon Blanks, Ironton; Malissa Chatman, Clarksville; Gladys Wilson, Clinton; James Robinson, LaGrange; Rufus Rodgers, Malden; Wm. Johnson, Tipton; Clothilda Boone, Elsberry; Gertrude Byrd, Ironton; Lester Casey, Pacific; Sam Duncan, Norborne; Elmer Hollins, Odessa; Helen Lawton, California; Cornelius Seibert, Jackson; Floyd Smith, Odessa; Bernice Wesley, Hayti; John Williams, Brookfield; Curtis Wilburn, Vandalia; Anna Marie Wright, Bonne Terre; Milton Brown, Macon; Fannie Tolson, Fayette; Helen Galbreath, Fulton; Dorothy Baskett, Fayette; George Irving, Joplin; John McClanahan, Joplin; Paul Matthews, Festus; Virgil Shepherd, Liberty; Harrington Moore, Poplar Bluff; Johnnie James, Joplin; Alma Smallwood, Fulton; Lizzie Anderson, Bellflower.

Also Superintendent Lee took the position that Negro students ready for college work and who wanted to take courses offered at the University of Missouri and not offered at Lincoln University should be helped by the state to take this work in other universities. Twenty-four students from Missouri are doing this advanced work in other institution of higher learning in other states. The names and the institutions they are attending as follows:

Tuition Paid In Other States

Warren F. Jones, Univ of Ill.; William Carrion, Univ. of Nebr.; George Sneed, Univ. of Ill.; Joe Spotts, Univ. of Kansas; F. N. Alexander, Univ. of Kansas; Samuel B. Brown, Meharry Medical College; Richard J. Smith, Univ. of Iowa; John W. Stewart, Univ. of Ill.; Theodore Gearin, Purdue Univ.; Moses Wharton Young, Howard Univ.; Helene E. Parker, Howard Univ.; Joseph M. Millender, Howard Univ.; David Grant, Howard Univ.; Joseph N. Birch, Howard Univ.; Harry J. Green, Ohio State Univ.; Everett C. Spurlock, Ohio State Univ.; Jesse A. Bell, Hampton Normal & Agri. Inst.; John Day, Y. M. C. A. College, Chicago; Mary Frances Moore, Pratt Institute, Brooklyn; Jessie Housley, Art Institute of Chicago; James J. Dixon, Univ. of Iowa; Preston Kelley, Univ. of Ill.; Philip E. Gray, Univ. of Iowa

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T. B. Watkins Is Named Curator of Lincoln U.

JEFFERSON CITY — T. B. Watkins, undertaker and prominent civic leader of Kansas City was appointed a member of the Lincoln university board of curaters last week by Governor Caulfield. Mr. Watkins succeeds the late Edgar A. Rombauer of St. Louis. For the first time in its history, Lincoln university has four Negroes on the board of curators.

Call
3-28-30
Kansas City
Mo.

Mr. Watkins is president of the Young Negro Republican club, a past ruler of the Elks lodge here, and a members of Vine Street Baptist church. At one time Watkins made the race for councilman but was defeated.

MR. PURDOM AGAIN

The election of Mr. Leslie Purdom as President of Stowe Teachers College last Tuesday night by the Board of Education was untimely as well as unfortunate.

Argus

It was untimely because the time is already ripe for a Negro to head this school, and by electing Mr. Purdom, some worthy colored person is unjustly deprived of a high position to which the race is entitled.

7-11-30

It is unfortunate because Mr. Purdom cannot, under the duel system of schools in this city and state, render the best service at Stowe which, no doubt, he could render under other circumstances and evironments.

St. Louis, Mo

Judging from the best information and what seems to be facts, Dr. Purdom is almost entirely out of place at Stowe because of lack of knowledge, of sympathy, and of that fine appreciation of the colored people which is so necessary for one who holds such a position as he does in the educational life of a people. At a distance, it looks to us as though self-interest is the dominating influence over the actions of the President of Stowe Teachers College; and, therefore, the interest of the students, their lives, their social environments, etc., are made to suffer.

Then, too, it appears to us that from the way in which things are manipulated in the selection of his aids and assistants that the college idea is forgotten. And while we are loathe to charge politics, yet there are bold indications that the ruthless hand of politics is getting a hold on the school. This, we say, is the worst of all.

Shall we sit quietly by and see this sort of thing take hold and dominate the school which is to give training to our youths without a protest? Surely, the Board of Education will give this matter a sympathetic hearing. Let us hope so.

Western College to Open Next Tuesday, September 9

Call

9-5-30

According to announcement of the new president, R. T. Frye, Western college, Twenty-second street and Tracy avenue, will open for the fall term on Tuesday, September 9.

Kansas City Mo

CONGRESS ASKED FOR $500,000 BY MO. COLLEGE

Afro-American

WASHINGTON, D.C.—A bill to authorize appropriations in aid of the expansion and operation of George R. Smith College, Sedalia, Missouri, was introduced in the House last Saturday by Representative John W. Palmer, Republican, of Sedalia, Missouri.

12-27-30

The bill would authorize the appropriation of the sum of $500,000 for the fiscal year ending June 30, 1931. It would also authorize annual appropriations thereafter to aid in the construction, development, improvement and maintenance of George R. Smith College as a college for the higher education of Negroes. The use of any part of the appropriations for religious instruction would be prohibited.

Baltimore, Md.

The bill would also direct the Secretary of the Interior, under whose supervision the school would come, to make a survey of the college, formulate a program of education that is not readily served by Howard University, to submit an estimate of the financial responsibility between the Federal Government and the board of trustees, and make a report on these matters to Congress as soon as practicable.

Education - 1930
Colleges.

National Association of College-Women.

NATIONAL BODY COLLEGE WOMEN MEETS THIS WEEK

Journal and Guide

CLEVELAND, Ohio—The Seventh Annual Convention of the National Association of College Women will be held in Cleveland, Ohio, April 25 and 26.

4-26-30

The aim of this association is chiefly educational. The organization has devoted itself to the study of living conditions for women college students and to the raising of educational standards in colleges. There are ten live branches functioning in the following centers: Baltimore, Maryland; Cleveland, Ohio; Columbus, Ohio; Delaware State; Petersburg, Virginia; Plainfield, New Jersey; St. Louis, Missouri; Talladega, Alabama; Washington, D. C.; Wilberforce, Ohio. Then too there are national members scattered throughout the country.

The association is proud of its recent activities in the South. It sponsored the second conference of Deans and Advisers to Women which met at Fisk University, Nashville, Tennessee, March 21 and 22. The Director of the South, Miss Edna M. Colson set up a successful sectional conference at Raleigh, North Carolina, April 5. This conference was attended by forty seven women representing Negro schools in these places; Bricks, Durham, Fayetteville, Greensboro, Raleigh, Winston-Salem, North Carolina; Petersburg, Virginia; Washington, D. C.

The executive committee of the National Association of College Women again urges all Negro college women whether or not they be members of the Association to avail themselves of the opportunity of discussing matters ow avail themselves of thet opportunity of discussing matters of vital importance to the education of women by attending the Cleveland conference, April 25 and 26.

Education—1930

Colleges.

National Association of Collegiate Deans and Registrars.

Greensboro, N. C. News
Tuesday, March 11, 1930

NEGRO DEANS HAVE INTERESTING MEET

A. and T. College Officials Give Reports of Developments at Charlotte.

Acting Dean W. T. Gibbs and Prof. T. B. Jones, registrar, of A. and T. college, gave reports of the dean's and registrar's conference at Charlotte at the regular chapel hour yesterday.

The conference was held at Johnson C. Smith university, Charlotte. This conference was organized by the former dean of A. and T. college, Prof. T. E. McKinney, and held its first meeting at A. and T. college five years ago. The organization has made rapid progress and is now recognized by the leading educators of the country.

At the conference in Charlotte there were 76 delegates present, representing 42 institutions and 14 states. Among the topics of interest discussed were the following:

Registratoin: That from two to five days should be given for registration and two weeks allowed for adjustments.

Fraternities and fraternity houses: Tuskegee institute does not have fraternities and only three schools represented, namely Howard university, A. and T. college and Johnson C. Smith university, have fraternity houses. Virginia Union, Shaw and Lincoln university, were not represented.

Interesting addresses were made by Dr. Dillard of the general education board, and Dr. W. B. Hill, of the department of education, Georgia. The next meeting will be held in Pine Bluff, Ark.

REGISTRARS AND DEANS MEET IN ANNUAL SESSION

Charlotte, N. C., Mar. 19—ANP—The National Association of Collegiate Deans and Registrars concluded its fifth annual session at Johnson C. University ,shrdacmfwayshrdcmfwyaashr versity, Saturday, after a three-day session.

Arkansas State College, Pine Bluff was selected as the meeting place for 1931.

Officers elected included the following: President, C. W. Florence, dean of Virginia State College; first vice president, F. D. Wilkinson, registrar of Howard University; second vice president, J.

M. Na[illegible] jr., dean of Arkansas State College; assistant secretary, George W. Gore, jr., dean of Tennessee A. and I. State College; treasurer, John P. Whitaker, dean of Atlanta University. The executive committee is composed of the above named officers and W. T. B. Williams, dean of Tuskegee Institute; V. E. Daniels, dean of Wiley College; Rufus E. Clement, dean of Livingstone College; J. Henry Alston, dean of Prairie View College; T. E. McKinney, dean of Johnson C. Smith University.

The principal addresses were delivered by Dr. J. H. Dillard, president of the Jeanes-Slater Fund, and Jackson Davis, field agent for the General Education Board.

Papers were presented and discussions held concerning problems connected with college admissions, graduate studies in colleges for Negroes, orientations, and guidance of college students for registration methods and procedure.

Special sessions were devoted to the consideration of the practical problems of deans and registrars. A special demonstration of registration was presented by J. E. Adams of Johnson C. Smith University.

3/22/30

Charlotte, N. C. Observer
Saturday, March 8, 1930

NEGRO COLLEGE DEANS AT MEET

Conference at Johnson C Smith University Here Attracts Many Educators.

The fifth conference of the National association of Collegiate Deans and registrars in negro schools opened yesterday morning at 9 o'clock at Johnson C. Smith university with a short talk by the president of the association, Dean J. Henry Alston of Prairie View State college at Prairie View, Texas.

Prof. George C. Grant of Morgan college, Baltimore, Md., read a paper on "The use of New Type of Examinations in Determining College Entrance." This paper brought out by use of statistics many interesting facts regarding the value of examinations and how they may best be used in the interest of college standards by the elimination of unprepared students.

Another address of the morning session was by Dr. James H. Dillard, president of John F. Slater fund, who spoke on "The Dean and His Work." Jackson Davis, secretary of the general education board, also gave a short talk.

During the afternoon session, the topic presented was "Some Implications of the Problem of Graduate Studies in Colleges for Negroes." This paper was presented by Dean V. E. Daniel of Wiley college, Wiley, Texas.

DEAN FLORENCE HEADS ASSN.

Deans And Registrars In Annual Conference. To Meet in Pine Bluff, Ark. Next Year.

(by Linwood Koger.)

Charlotte, N. C., March.—The fifth annual conference of the National Association of College Deans and Registrars in Negro Schools in session here on the beautiful campus of Johnson C. Smith University, terminated its assembly March 8th with the selection of Pine Bluff, Ark. for its next place of meeting and the election of officers as follows:

President Dean C. F. Florence, Va. State College, Petersburg; 1st Vice President, Registrar F. D. Wilkinson, Howard University, Washington, D. C.; 2nd Vice President, Dean J. Nabrit, Arkansas State College, Pine Bluff, Ark.; Treasurer Dean J. P. Whittaker, Atlanta University, Atlanta, Ga.; Secretary Dean R. O'Hara Lanier, Florida A. & M. College, Tallahassee, Fla., Asst. Sec'y Dean R. Gore, A. & M. State College, Nashville, Tenn. Executive Committee, Deans T. E. McKinney, J. H. Alston, R. E. Clement, V. E. Daniels, W. T. B. Williams.

The program began Thursday afternoon, March 6th with a meeting of the Executive Committee at 3:00 o'clock, which was followed at 8 P. M. by a reception to the delegates at which Dr. H. L. McCrorey, President of J. C. Smith University gave the address of welcome.

At the first period of the morning Prof. George C. Grant, head of the Department of Education at Morgan College read a most interesting paper on "New Type Education."

Dr. Jas. H. Dillard, President of the Jno. F. Slater Fund and Mr. Jackson Davis, Secretary General Educational Board were the featured speakers of the second period of the morning session.

The Question Box conducted by Registrar Fred D. Wilkinson of Howard University precipitated the largest and most interesting discussions of the afternoon session.

After the 8 o'clock evening session the delegates and visitors were entertained at a basketball game played in the new gymnasium between Smith and its chief rival, Livingstone College of Salisbury, N. C. during which the fast crack cagers of Smith completely ran rings around their much slower and poorly trained opponents for a score of 43 to 7.

A sight seeing tour, the report of old and appointment of new committees along with the election of officers, concluded the Conference at the Saturday afternoon session.

About 100 delegates were in attendance from Baltimore and the Atlantic seaboard and as far southwest as Texas.

The delegates from Baltimore were Dean J. W. Haywood, Registrar

3/21/30

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Colleges
6

North Carolina

Asheville, N. C., Citizen
Saturday, February 8, 1930

EDUCATION GROUP APPROVES MERGER OF NEGRO SCHOOLS

CHICAGO, Feb. 7. (AP)—Approval of the proposed merger of two Methodist Episcopal negro educational institutions with a similar congregational school in New Orleans and the adoption of a $500,000 appropriation, equaling the amount offered by the Congregationalists for the project, were made by the educational board of the Methodist Episcopal church today.

The schools concerned are: the New Orleans University and the Flint Goodrich Hospital and Nurses' Training School, Methodist Episcopal institutions, and the Straight University, Congregational.

Durham, N. C., Morning Herald
Friday, August 8, 1930

JUNIOR NEGRO COLLEGE AT GREENSBORO PLANNED

Quincy, Ill., Aug. 7.—(AP)—Negro education occupied the attention of the Lutheran Synodical Conference of North America in session today.

An offer by the owner of the Jones Educational Institution for Negroes at Piney Woods, Miss., to turn over to the conference the school with its 1,500 acres of land and all improvements, was tabled for consideration by the next biennial conference.

Also left to the next conference was a resolution calling for establishment of a junior college in connection with the Immanuel Lutheran College for Negroes at Greensboro, N. C.

At the request of the Jones Educational Institution, the Rev. G. A. Schmitt, superintendent of Lutheran Negro missions in Alabama, was chosen today to be director of religious education at the school.

Salisbury, N. C. Post
Sunday, May 4, 1930

LIVINGSTONE IS GIVEN HONORS

Will Entertain Negro Educators In April 1931.

Livingstone college, colored, of this city, has been notified of election to membership in the association of colleges for negro youth. Only class A colleges are eligible for membership in this organization.

President W. J. Trent has just returned from Talladega college in Alebama, where the annual session was held. He extended an invitation for the association to hold its next meeting in Salisbury, and the invitation was accepted in a hearty manner. The convention will bring to the local college a large number of leading educators of the country. The next meeting will be the last week of Aprils 1931.

Livingstone college announces that the 12th session of the summer school will begin here for the training of teachers on June 10. A ministers' institute will be held for 10 days after the summer school at which time ministers from the A. M. E. Zion church will gather here for helpful instruction from a faculty composed of some of the outstanding men of the country. Ministers from other denominations will also likely attend.

Winston-Salem, N. C. Sentinel
Tuesday, November 25, 1930

CITIZENS BACK NEGRO COLLEGE

Point to Record as Evidence That State Should Grant Appropriations.

The first negro State Teachers College in the South, with full powers to offer students full four-year standard curricula in cultural and educational subjects and to confer appropriate degrees is the Winston-Salem Teachers' College.

Upon its record as The Slater Industrial Academy, and the Slater Industrial and State Normal School, as it was known when the State recognized it in 1895, and now as the Winston-Salem Teachers' College, the institution has grown to be recognized throughout the country as one of the finest for the training of negro boys and girls, men and women.

Officials of the institution are asking the State for additional funds, that the growing institution may continue this record and maintain its present class A rating.

Founded 38 Years Ago

It was founded and incorporated in 1892 and in 1895 recognized by the State. In 1905 it came fully under the supervision of the State after being nurtured by Winston-Salem men recognizing the need and opportunity of such a school. In 1925 the General Assembly chartered it as a college and extended its work to four full years of college work.

Is in Danger

Now after it has obtained a plant of ten large splendidly equipped buildings, maintained a reputation for the thoroughness in its instruction and the capabilities of its graduates, the institution is facing danger for only economic reasons, declare its friends.

Despite its record of achievement and its undisputed leadership of a constructive and stable character, and its continued growth, the last General Assembly failed to grant it an increased appropriation, it being the only State institution which was not granted additional funds with which to meet increasing demands. For four years it has "gotten along," but now its class A rating is in jeopardy.

Friends of the college maintain it is serving the State in the education of negroes better than any other institution, because it is properly training teachers for the race. Others are doing good work, it is admitted, but the fact remains that none can approach the service rendered the race in the State by the Winston-Salem college.

The Directorate

The Board of Trustees, composed of men who have labored with and for the school since its inception, held a meeting last week and conferred with members of the Forsyth delegation to the General Assembly, although some of the influential citizens invited did not attend.

H. E. Fries is chairman of the board; A. H. Eller, secretary; Colonel W. A. Blair, treasurer; John C. Whitaker and Mrs. Lindsay Patterson, of this city; Judge J. D. Humphreys, of Danbury; P. W. Glidewell, of Reidsville; A. D. Folger, of Dobson and I. C. Griffin, of Chapel Hill, members.

Messrs. Fries, Whitaker, Blair and N. C. Newbold, representing the State Board of Education, are the executive committeemen.

The college is therefore under the direction of the trustees, their executive committee, and the State Board of Education, composed of Governor Gardner; Superintendent of Public Instruction A. T. Allen; Secretary of State James A. Hartness; State Auditor Baxter Durham; Lieutenant-Governor R. T. Fountain; State Treasurer Nathan O'Berry and Attorney-General D. G. Brummitt.

Those advocating adequate support for the college at this time point to the personnel of the directorate with the proven efficiency of the faculty, as sufficient evidence of the character of the college.

Fund for Maintenance

These men recognize that it is no time for extravagance in the construction of buildings that are not in immediate demand. The question which has aroused them to the greatest degree is that of maintenance. To comply with prescribed regulations for an accredited "A" college and one which can continue to have its graduates receive State teachers "A" certificates, an increase in the maintenance fund is mandatory.

Mr. Eller, who is trust officer of the Wachovia Bank and Trust Company, declared Tuesday that the problems outlined by President S. G. Atkins last week have commanded the attention of civic leaders and that he thinks the General Assembly should provide the funds necessary for such an important institution to continue its work along the lines which have already demonstrated their value to the State.

The Advisory Budget Commission, of which B. S. Womble, of this city, is a member, has been presented a brief by President Atkins and it will be respetcfully requested to give serious consideration to the needs of the Winston-Salem Teachers College in the preparation of the new appropriations measure being drafted for submission to the General Assembly in January.

RALEIGH, N. C.
NEWS OBSERVER

NOV 22 1930

NEGROES TOLD TO GO INTO POLITICS

Secretary of Advancement Asso. Would Have Southern Negroes Democrats

Speaking to students, alumni and faculty of Shaw University at the Founders' Day eexrcises held on the campus here yesterday, Dr. James Weldon Johnson, executive secretary of the National Association for the Advancement of Colored People, advised Southern Negroes to participate in the Democratic primaries at least temporarily, for the purpose of nominating and electing local officers in sympathy with their race and its problems.

"I think that the first step to be taken by the Negro toward political freedom is a declaration of political independence," said the speaker. "I believe that the time has arrived when he should decline to wear the brand of any particular party purely on the ground of his race and color. This is, I believe, the first step toward securing political respect.

"Turning directly to the situation in the South, I would counsel that colored voters, where they are able and as soon as they are able, go into the Democratic primaries and vote for what they believe to be the best men for local offices. For some time they should not particularly concern themselves with electing Republican presidents, or Democratic ones, either, By eschewing national Republican politics, for the time, they will undermine all arguments about the Negro being a tool and monkey of an alien domination. By this course of action they will be building from the ground up. In common sense, the chief concern at present of a Negro in the South is to have a voice in electing the judges of the local courts, the county prosecuting attorney, the sheriff, the members of the school board and the representative of his district in Congress.

No Black Domination.

"Such a course on the part of the Negro would eventually lead to a real two party system in the South. Such a course would also certainly give the demagogues opportunity to raise the old cry of 'black domination.' I believe the truth would soon silence the cry. It is too high a compliment to the power and ability of the Negro to say that the one third black population of the South, if gven the right of the ballot, would dominate the two-thirds white."

The exercises yesterday marked the sixty-fifth anniversary of the foundation of Shaw. They began at the grave of the late Dr. Henry Martin Tupper, founder of the institution. The annual Founder's Day address was delivered by Dr. Johnson after prayers, hymns, scripture readings, and the expressions of welcome to the returning alumni.

"Our institutions are called upon to deal with a three-fold problem," said Dr. Johnson. The first he named was general education and after urging the Negroes not to be satisfied to measure their colleges by standards less than that of the white institutions, he turned to his second problem, special education. Under this head he listed among the duties of the Negro colleges that of teaching its young men and women to lead and serve their race in its upward struggle of teaching the young Negro of the background of his race. beating down any feeling of inferiority, and that of teaching Negroes to help solve the race problem.

Workers' Movement.

The solution of the race problem is both economic and political, said Dr. Johnson. "Negro youth should be taught the history of the working class movement in all countries," he said. "When they study that of England, for example, they will be amazed at the parallels between the condition of English working classes in the middle part of the last century and the black workers of America today. A study of economics in this light will reveal that subject peoples the world over are those peoples that are, for the advantage of others, held in economic subjection. Race and color are minor factors.

"This study should begin with the fact that the Negro in larger proportion than any other group in America belongs to the working class. The situation in which he finds himself is in many ways analagous to the situation of working classes throughout the world. The analogy to the condition of subject peoples is even closer.

"One way toward the way out is the closer alliance of black workers with white workers, so that our cause will be in a greater degree become their cause, and their strength in a greater degree our strength. Here is a vital matter that may be intelligently dealt with by our universities and colleges."

Educate Whites.

After his discussion of the Negro in politics, Dr. Johnson turned his third phase of the problem. "This phase, in a manner, requires extension courses," he said. "It pertains to the education of white America. Ever since there has been a race problem, education has been generally regarded as the most efficacious solvent; but it has always been thought of in terms of education of the Negroes. The education of Negroes is, at most, only two thirds of the appointed task. The other necessary third is the education of white people. Their ignorance on the subject has to be cleared away. White America should be made thoroughly conscious of the fact that the millions of Negroes in this country are not a liability to the nation, as is frequently charged, but a great asset. Especially is this true of the section of the country in which we stand today."

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Pennsylvania

Cheyney to be College

CHEYNEY, Pa.—The Pennsylvania State Council of Education at its regular meeting, Friday, September 26, 1930, granted unanimously the application of the Cheyney Training School for Teachers for the full four-year college status offering the degree of B.E. in Education, Home Economics and Industrial Arts.

Afro-American
[illegible]
Baltimore

Education - 1930

Colleges.

South Carolina.

EVOLUTION

Since her beginning Benedict College has been manned largely by a white personnel. At the commencement exercises held this week a new order was ushered in. Now the president and faculty of that citadel of Negro education, with one exception, are colored. As always is the case when such changes are made a deal of apprehension is expressed by what some would denominate "doubting Thomases."

Palmetto Leader

It is true that a debt of everlasting gratitude is owed those members of the caucasian group who have served as instructors of our youth. It is also true that their forbears rocked us in the intellectual cradle when we were in our infancy. For these acts of kindness and beneficience we most heartily and sincerely thank them.

5-31-30

We cannot but feel that they would consider their task ill done had not after more than half century of nurturing us a sufficient number of us had qualified to care for the further shaping of our own destiny. We feel that they are not among those who doubt our being able to carry on, for they must assuredly have seen our record at other places where such changes have taken place. The powers that be who have to do with Benedict are far sighted in delivering the destiny of Negro youth over into the hands of Negro educators.

Columbia, S.C.

The success of the new administration is dependent upon the support it shall receive from a constituency that is forgetful of narrow selfishness, and mindful only of the common good; a constituency that is willing that the school shall live as a medium thru which our youth may pass into a sphere of usefulness.

The president of Benedict College, Dr. J. J. Starks, has proved himself to be an able administrator over the affairs with which he has had to deal formerly. That is why he was chosen for his present post. This is a splendid example of the parable of the talents. Starks has been faithful over the proverbial few things. Those who would prejudge let them remember the predictions of failure that were made when Mordecai Johnson became president of Howard University. President Randolph seems to be doing well at Claflin. In the evolution of human relations even the Negroes are going to arrive at the point where they believe themselves capable of directing their affairs.

Benedict To Have All Negro Faculty

Houston Informer

5-31-30

Columbia, S. C.—(ANP)—For the first time in the history of the institution, the faculty of Benedict College will be composed wholly of Negroes, according to an announcement made by officials of the Baptist group which fosters the institution.

The announcement further stated that Dr. J. J. Starks, former president of Morris College, has been appointed president of Benedict and will take charge immediately after the closing of the scholastic year. Dr. Starks is widely known throughout the state and is recognized as one of the leaders in educational as well as religious circles.

Education-1930

Colleges.

Tennessee

WILL GO UNDER THE HAMMER

Globe

ROGER WILLIAMS' PROPERTY TO BE SOLD AT AUCTION

2-7-30

Last Vestige of Famous Educational Institution Likely to Pass Away

Nashville, Tenn

An auction sale of Roger Williams property located about three miles out on Whites Creek Pike, is announced in the daily papers of this city for Saturday, March 1st. It is presumed that the sale will be held at the south door of the court house, Davidson County, although the notice did not state, but the publication did declare that the sale was for the purpose of satisfying the indebtedness of the school incurred during the period of operation when the school was run jointly by the Missionary Baptist Convention of Tennessee and the American Baptist Home Mission Society of New York. "If the sale goes through and the property passes out of the hands of the Negro Baptists of the Incorporated Convention and the Northern white Baptists, every vestage of the old reliable educational institution that was a credit to Tennessee and the pride of the south, will pass out of existence, said a well informed Baptist in this city last week.

In discussing the matter with others, it was learned that Roger Williams was organized as an educational school and was incorporated as a college more than fifty years ago. The early president, who was accredited with having done much commendable work, was the late and lamented Dr. Phillips. He was in charge of the school when it was located on Hillsboro Pike near where Peabody College now occupies its palatial and splendid buildings, and where Nashville has grown until it takes in all of that section. The school was at that time situated between Belmont College and Vanderbilt University. The section now is in a very restricted part of the city. Dr. Geurnsey was at one time president of the school. Roger Williams was one of the four institutions that put Nashville before the world as an educational center for Negroes. About the time that Dr. Phillips was building and promoting the work of Roger Williams, Dr. Cravath, was working on Fisk University, Dr. Braden on Walden College, known early in its history as Central Tennessee College, and Dr. Geo. W. Hubbard was struggling with Meharry.

Old Central Tennessee passed off the state of action, Walden is, according to information, a bare possibility; Fisk still continues and Meharry is a world-widely known medical school. It is understood here, and argued by well informed groups, that the beginning of the end of Roger Williams was when the disastrous fire destroyed the two main buildings on Hillsboro Pike. The Society in New York was loath to, and finally never did reconstruct the buildings. It is said that they finally sold the large tract of land that was the home and campus of the school, and that the money from this sale was sent to New York. Later on some of the money came back, so it is claimed, to purchase or to help in the purchase of the site on the banks of the Cumberland where an amusement park was started by a syndicate of people in this city. This was more than twenty years ago. Finally the Baptists of Tennessee got together and started new Roger Williams. Prof. J. W. Johnson of Columbia, was its first president of the revamped institution. Dr. A. M. Townsend was at one time president. Finally the school authorities and the Tennessee Missionary Baptist Convention folks decided to merge with Howe College at Memphis. This is said to have left the property vacant and unoccupied. Pressing claims continued to come up; it is said that these could not be satisfied by mortgage because there was a clause in the grant prohibiting the property from being mortgaged to satisfy claims.

No one in authority however, has given out any statement for publication other than that which appeared in the daily papers saying the sale would be carried on, and that the proceeds from the sale would be used in satisfying accrued and unpaid obligations.

The news item which appeared in The Nashville Banner and The Tennessean last Thursday, said:

Globe

2-7-30

Nashville, Tenn.

Suit Seeks Receivership For Roger Williams University

East Tennessee News 5-6-30

Knoxville, Tenn.

NASHVILLE, Tenn.—Suit for the appointment of a receiver to take charge and liquidate assets of the Roger Williams university for the benefit of general creditors was filed Tuesday in Part 1 of chancery court. The action is brought by the Federal Motor Sales company, Swift & Company and Lillie Voorheis, alleged creditors of the school. Chancellor R. B. C. Howell set Friday for a hearing on the petition.

The action for the receivership declares that the institution has many creditors and its liabilities exceed $25,000 with assets under that amount. It also alleged that the university has ceased to function as a school. The chief assets, it is declared, are buildings, grounds and equipment in North Nashville.

Chancellor Howell also issued an injunction in behalf of the general creditors, to prevent the sale of the school properties by an individual creditor, recently awarded judgment for $2,050 against the university.

TENNESSEE COLLEGE GETS HIGH RATING

Nashville, Tenn., May—(By The Associated Negro Press)—Tennessee A. and I. State College is an A-Class College, according to the report of the latest federal investigation conducted April 30, by Dr. C. B. Woods, dean of American University, Washington, D. C., and Dr. John W. Hornbeck, of Kalamazoo College, Michigan.

Globe

5-23-30

After a careful checkup of the faculty, curriculum, administration, buildings, equipment, library, and laboratory facilities, they announced at the chapel hour that the institution had scored 950 points out of a possible, 1,050 points, and had more than met the minimum requirements for Class One.

Nashville Tenn.

This Classification places A. and I. State College on the list of A-Class Colleges as approved by the American Medical Association.

Memphis, Tenn. Comm'cial Appeal
Sunday, June 15, 1930

ENLARGE NEGRO COLLEGE

Library, Laboratories and Class Rooms Added to LeMoyne.

The first step in the expansion of LeMoyne Junior College that will eventually make it one of the largest negro colleges in the south was begun last week with the construction of three additional wings to its main building at 807 Walker Avenue.

Designed by George Awsumb, architect. the additions will be of one and two stories in height, fireproof construction and will contain a library, laboratories and classrooms. General contract has been awarded to E. G. Hodges and the work will cost approximately $25,000.

Beginning with the 1930-31 term, LeMoyne will raise its academic standards to include junior college year and the following year will become a full-fledged college, offering A. B. and B. S. degrees.

LeMoyne is supported by the American Missionary Association, and is one of a number of negro educational institutions financed by that body, which in turn receives the bulk of its support from the Congregational Church.

Fred L. Brownlee, executive secretary of the association, was in Memphis last week conferring with Frank Sweeney, president of the college, regarding the enlargement of LeMoyne. Future plans will include other buildings to care for the educational needs of the negro in Memphis and the tri-state territory.

Texas.

Education-1930
Colleges.

Paul Quinn College Given State Approval

[illegible]
4-25-30
Washington D.C.

AUSTIN, Texas. (ANP)—In a letter to President Dean Hohr of Paul Quinn College at Waco, Texas, Miss Lucia Douglas, chairman of the board of examiners of the state department of education, explains that it was through an error Paul Quinn College [illegible] been omitted from our list of accredited Negro colleges in the State of Texas.

"There was no intention to drop Paul Quinn College from the list," she writes further, "and the board of examiners will send a letter to each of the Negro colleges in the state explaining the error."

TEN THOUSAND DOLLARS RAISED FOR GUADELUPE COLLEGE

National Baptist Union-Review
3-29-30
Nashville, Tenn.

Austin, Texas. (Special)—General Convention Baptists have been in a fight for the past two months to raise ten thousand dollars to retain the standardization of Guadalupe College The institution now has an A-1 rating which was in grave danger of being withdrawn by the State Department of Education. To raise ten thousand dollars in the dead of the worst winter in the history of the State, was no easy task.

Our final report to satisfy the State that we were worthy of its recognition was made on Wednesday, February 26, in a meeting at the college at Seguin. After all reports were in, we were still $3,500 short of the ten thousand dollars. We were given until Friday, twenty-four hours longer, in which to raise the money or lose the standardization of the college. We reorganized our forces and went after it at San Antonio, Austin, Houston, and Cuero.

We were to report at the State Capitol at five o'clock on Friday. At four o'clock, with only one hour left, we still lacked a thousand dollars of having the money. We felt it was necessary to turn the world up side down if possible, during that last hour to win. Well, anyway, we got the thousand dollars and reported ten minutes before five o'clock. It was a hard, hard fight but we won.

Guadalupe College retains its rating as one of the five Senior College for Negroes in Texas. Its extension schools at Luling, Gonzales, Cuero, Victoria, Yoakum and other points are now going forward with a new enthusiasm. Since Guadalupe College is owned and operated by Negroes only, to have lost our standing, we felt, would be a serious reflection, not only upon a particular wing of Negro Baptists in Texas, but upon the race as a whole.

National Baptist Union-Review
3-29-30

It is not necessary to say that we had to borrow, here and there, much of the amount raised. Nor is it necessary to say that we will have to keep on raising money to put the college on such footing as will remove it from the danger zone of destandardization. The victory was not merely a Baptist victory, but it was a victory for the Negro Race. Let us all rejoice together.—W. H. Fuller, Financial Sec.

Education-1930
Colleges.

Virginia
6

Virginia State Dedicates Two New Buildings for Girl Students

ETTRICK, Va., Jan. 31.—The dedication of two new buildings at the Virginia State college Friday was a unique occasion. Two new buildings for girls were dedicated in addition to the annual program for president's day.

The main speaker was President Vernon Johns of Lynchburg seminary. His central thought was that the new buildings should be a symbol of builders that the builders were in reality more significant than the buildings. He stressed the fact that the builders in civilization should have two characteristics among others, creative capacity to do original things and the practical quality to do hard work.

Rev. James H. Thomas, a former graduate, reviewed early experiences as a student and linked that with constructive growth of the institute to its present high position. Other persons who took part on the program were Miss Tassie P. Whiting, Rev. S. W Grice, Rev. J. B. Brown, Rev. S. A. Brown, all of Petersburg.

Defender
2/1/30
Chicago, Ill.

V.N.I.I. OFFICIALLY NAMED VIRGINIA STATE COLLEGE

Special to Journal and Guide

PETERSBURG, VA.—By an act of the General Assembly of Virginia, the name of the Virginia Normal and Industrial Institute has been changed to the Virginia State College for Negroes. This action, on the part of the Virginia legislature, followed closely the rating of the college by the State Board of Education as an A-1 standard college. Just prior to the accrediting of the college by the State Board of Education, the American Medical Association listed the college among the first twenty-five Negro colleges of the country that are approved for the preparation of students for entrance to the medical colleges of the country.

The action of the State Board of Education and the General Assembly of Virginia towards the institution manifests the change of sentiment on the part of the officals of the State towards higher education for Negroes, as is attested by historical developments at the college. In 1902, the General Assembly passed a bill changing the name of the Virginia Normal and Collegiate Institute to the Virginia Normal and Industrial Institute and greatly reducing the curricula of studies. Since that time, the institution has passed through four stages of development, each of which received at one time or another accreditment from the State Board of Education. Thus in 1917, the high school division was accredited as a standard high school; in 1919, the normal school was accredited as a standard normal school; and in 1926, the college was accredited as a standard teachers college and in 1930 as a standard college. By these actions, the State of Virginia has now put its unconditional approval upon higher education for Negroes.

The change in attitude of Virginia toward Negro education is shown not only by the approving of curricula of a standard college grade but also by increasing of appropriations for the support of the institution. The college has just completed a building program of $650,000 and it has available for the next biennium more than $400,00 for capital outlays. Liberal increases in appropriations over a period of eight years have been made biennially for maintenance and equipment.

Journal and Guide
3/15/30
Norfolk, Va.

Virginia N. & I. I. Arrives At Full Status of College

BY an act of the legislature Virginia Normal and Industrial Institute becomes officially Virginia State College for Negroes. Thus continues a succession of triumphs for the college under the direction of Dr. John M. Gandy. In 1915 it was raised to a full four-year high school and standard normal school. In 1918 it was selected by the State Board of Vocational Education as the agency for the training of teachers of vocational subjects in the public schools. In 1920 the legislature passed an act making the Institute the Land Grant college for the Negro youth of the State. In 1922 the Board of Visitors authorized the school to offer college courses leading to degrees, and in 1926 accredited it as a standard teachers college. Recently the State Board of Education rated it as a standard college. Now, the legislature rises to the demand of the hour and gives it a name commensurate with its true status. Of course, it was expected that the State would do that very thing just as soon as the institution qualified, and now that it has qualified and has received recognition in keeping with its qualifications, are reasons for congratulations all around—congratulations to the State Board of Education, to Dr. Gandy and his able corps of associates at Petersburg, and to the students and alumni.

Dr. Gandy has done a very fine piece of constructive educational work, not surpassed by any comparable accomplishments in the field of education, for he has labored under the most insuperable and discouraging conditions. Those who are familiar with the history of Virginia State College—how it was, out of political spite reduced from the status of a college to that of a second grade high school—and its tedious struggle against stubborn prejudice to regain its prestige and academic standing, can appreciate the achievement that Dr. Gandy has wrought.

Journal and Guide
3/15/30
Norfolk, Va.

D. C.

Education - 1930
Colleges, - Change of heads.

E. A. CLARKE MADE PRESIDENT MINER TEACHER COLLEGE

Washington Tribune

Four Faculty Members Named at Special Board Meeting

6 - 30
Washington D. C.

At a special meeting of the Board of Education, Tuesday, the faculty for the Miner Teachers' College was named, with Eugene A. Clarke as President. The passing of the District bill last Thursday, authorized the two presidents of the two city colleges for teachers. Other members of the faculty named were:

J. Arthur Turner, present principal of the Miner Normal School, Miss Otelia Cromwell, head of the department of English and History in the High Schools, Thomas I. Brown, professor of Sociology at Morgan College, and Miss Jane E. McAllister, professor of Education at Fisk University, were appointed to fill the positions as professors at the Miner Teacher's College, at a special meeting of the Board of Education, Tuesday.

Only six members of the Board of Education were present at the meeting, the remaining being out of the city. Those present were: Charles F. Carusi, president; H. D. Gilligan, Rabbi Abram Simon, Dr. J. Hayden Johnson, Rev. F. I. A. Bennett, and Mrs. Mary A. McNeill.

Mrs. McNeill Objects

The appointment were made upon the recommendation of Assistant Superintendent Garnet C. Wilkerson. They were met with immediate approval by the members of the board. The selection for the presidency, however, met withone dissenting vote. Mrs. McNeill voiced her disapproval on the grounds that she felt that there were present in the system other candidates better qualified for the position.

Mrs. McNeill exhibited that her work on the school legislative body is being conscientiously pursued. In spite of the fact that she came into the public eye when she criticized in public meeting the recommendations of the administration in filling the vacancies of several school principalships, last week, the only colored woman member of the board continued, up to the time of the recess, to show the courage of her convictions.

Miss Kirkland Promoted

Mrs. McNeill voted in the negative on the recommendation further promoting A. K. Savoy, who only last week was made supervising principal of the Tenth Division, to Franklin School as an Assistant Superintendent to succeed Mr. Clarke. She had previously disapproved of his promotion from the principalship of the Garrison Demonstration School to the position as supervising principal. The promotion of Miss Mineola Kirkland, principal of the Garnet-Patterson Junior High School, to supervisor of the Tenth Division to succeed Mr. Savoy who had in turn succeeded Miss E. F. G. Merritt, was also voted against by Mrs. Mceill.

The promotions of Mr. Savoy and Miss Kirkland were made necessary by the promotion of Mr. Clarke to the Teachers' College presidency.

The program as outlined by the board designates Dr. Cromwell to the position of professor of English; Mr. Turner to professor of Natural Science; Dr. Brown to professor of History and other Social Studies; and Dr. McAlister to professor of Education.

President Clarke

Mr. Clarke is at present a candidate for the degree Doctor of Philosophy at Columbia University. His Bachelor of Arts degree was awarded him at Williams' College, Mass., in 1908, and his Master's degree was granted by Columbia University in 1924. He is a product of the local elementary and high schools, having completed his course at the M Street High School in 1902. He has been a member of the District of Columbia teaching corps since 1909, more than half of that time having been spent at the Miner Normal School.

Dr. Cromwell

Dr. Cromwell has been a member of the teaching corps of the Washington public schools since 1892. Her experience boasts of periods in both high schools and elementary training. She obtained her degree of Bachelor of Arts at Smith College, Northampton, Mass., in 1900. In 1910 Dr. Cromwell was granted her degree of Master of Arts at Columbia University, New York. She was awarded her degree as Doctor of Philosophy at Yale University, in 1926. For many years she has been a teacher of English at the Dunbar High School, and for the past seven years, Dr. Cromwell has occupied the position as head of her department. She is now traveling in Europe.

Dr. Brown

Dr. Brown received his degree as Doctor of Philosophy at Clark University, Worcester, Mass., in 1920. He had previously been awarded his Bachelor and Master degrees at the same school. Prior to his appointment to the faculty at Morgan College, Baltimore, Dr. Brown had been a professor at several schools and colleges in Little Rock, Ark., and at Atlanta, Ga.

Dr. McAllister

Dr. McAllister's experience stretches over a period of eleven years. In addition to her position at Fisk, Miss McAllister has had careers at Virginia State College and at Louisiana State Agricultural and Mechanical College. She was awarded her degree of Doctor of Philosophy at Columbia University, in 1929 after having previously been awarded her Bachelor's and Master's degrees at Talledega College, Alabama, and University of Michigan, respectively.

Following the approvals of the personnel recommendations, the board voted to recess until September 10.

When approached in regard to the appointments to the vacancies at the Garrison and Garnet-Pattersn Junior High Schools, Mr. Wilkinson declared that none would be decided upon until the fall session.

Education—1930

Colleges,—Change of heads.

Georgia

Macon, Ga. Telegraph
Wednesday, February 12, 1930

PETERS WILL HEAD NEGRO INSTITUTION

New President Is Inducted Into Office At Paine College

AUGUSTA, Ga., Feb. 11 (AP)—Edmund C. Peters today assumed the presidency of Paine college here with an address outlining the work of the college since its formation in 1872 for the education of Negroes.

The institution is maintained jointly by the Methodist Episcopal church, South, and the Colored Methodist Episcopal church.

President Peters was inducted into office by J. W. Perry, president of the board of trustees, who said the position demanded "broad human sympathy, high perspective on the values of human life, and helpfulness in the problems of our civilization."

Replying, President Peters pointed out that Paine college was a small institution, but this fact gave it certain advantages over larger colleges.

"Our higher institutions," he said, "in too many instances have had to go in for mass production. That need not, that must not be the case here. There is a place in our American system of education for the small college that definitely seeks to develop a quality product. Let us go in for bigness, not in numbers, but in sincerity of purpose and depth of thought."

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Constitution
2/12/30
Atlanta
Ga.

Education-1930

North Carolina.

Colleges, — Change of Heads.

PEACOCK, SHAW PREXY, RESIGNS; TRUSTEES GLAD

Afro-American

Effective Dec. 31, 1930, Pay Extended to June, 1931.

7-26-30

CHARGES MANY

Baltimore, Md

University in Turmoil Since 1927.

RALEIGH, N. C.—After three years of turmoil at Shaw University, President J. L. Peacock, white, has resigned.

The president's resignation was accepted by the trustees meeting in New York, July 17.

The only fly in the ointment is that President Peacock will hold his position until his successor is named. Officially, his resignation will take effect December 31, 1930, but th trustees voted to continue his sal until June, 1931.

The action of the trustees in a ing Peacock to remain at the he indicates that his successor will be expected to take charge until ter commencement next year. An e lier date was desired but not acce able to the Baptist Home Mission ciety (white) which controls Shaw.

The report of an alumni inve gation committee in May, 1929, clared that the university buildi were not sanitary, were uninha able, and the administration woefully inefficient.

The students struck in Janu 1930, due to unfairness of the adm istration, and in a meeting of trustees in May of this year, re lutions signed by 100 alumni reque ed President Peacock to quit at o.

Next Presdent May be Colored

The following were appointed to lect a successor to President Peaco Dr. Frank A. Smith, secretary of e cation, American Baptist Home M sion Society; Albon Hale Braina secretary-treasurer, Shaw Univers and C. C. Spaulding, trustee.

It has not been decided whet the next president will be white colored. The fitness of the man be given more consideration than color.

Strikes by the student body, p tests by members of the faculty, the resignation of some, and sca ing denunciations of the admi tration by the alumni associat have featured the last three ye of President Peacock's administ tion.

Prof. Lewis K. McMillan publicly charged that Peacock housed and fed colored members of the university faculty in jim crow quarters.

Statement Issued

A statement issued by trustees, declares that the University trustees have no authority to create offices or appoint members of the faculty. "This power rests solely, as it always has, with the officials of the American Baptist Home Mission Society."

Trustees Admit Error

Trustees admitted they erred last April in voting to have W. C. Craver continue as field secretary despite a $2,000 deficit. The society decided to permit him to continue his work without any fixed salary.

Education - 1930
Colleges, - Change of heads.

Pennsylvania.

PHILADELPHIA, PA.
RECORD

MAY 29 1930

MAYOR HEADS SCHOOL

Accepts Presidency of Berean College for Negro Students.

Presidency of the Berean College and Industrial School for boys and girls of the Negro race was accepted yesterday by Mayor Mackey.

He succeeds the late Charles J. Webb, wool merchant.

The Berean College is located at 1926-28-30 South College avenue. It has 200 students. The school receives a State appropriation of $7500 annually. There are 3000 graduates of the institution now living in this city and pursuing the trades they learned in its various courses.

South Carolina

Education-1930
Colleges,- Change of Heads

PRESIDENT APPOINTED FOR COLLEGE

~~Palmetto Leader~~

Rev. JOHN G. PORTER APPOINTED PRESIDENT of HARBISON AGRICULTURAL COLLEGE

Irmo, S. C.
3-15-30

The board of National Missions of the Presbyterian Church U. S. A. has appointed the Rev. John G. Porter, A. M. S. T. B. President of Harbison Agricultural College, Irmo, S. C.

At the time of Rev. Porter's appointment he was serving in the College as Professor of Latin. English Bible and Pastor of the College Church. He is a graduate of Johnson C. Smith University, Charltte, N. C. and did special work at the Univ. of Penn. President Porter is a man with high ideals, a Christian gentleman, a profound educator and a man with a clear vision. He is greatly admired by the faculty and student body and is held in high esteem by both white and colored in the community. Such a man the Board made no mistake in placing at the head of a christian school.

President Porter entered upon his new work Feb. 10th with much enthusiasm, conscious of the fact that he was undertaking a great work, stated in his opening remarks that cooperation is the key to success, and if all will seek to do the right, at all times success will come to all At the close of his remarks the student body gave many yells as a demonstration of joy for the president.

Colum ~~Mrs. Porter~~, S.C.

As we think of the outstanding women in our church, we immediatly recognize Mrs. Porter as one of the out standing workers, she has traveled north and west in interest of the Presbyterian work south, having been appointed by the Board of National Missions to do work. She is a representative woman, full of zeal, truly devoted to her work.

For sixteen years she served as the most efficient principal of the Prochial School, while serving this school it has developed to be the leading school in the county, with the largest enrollment. Harbison is blessed by having such a woman as wife of the president. Many congradulations have come to the President and Mrs. Porter from all parts of the country wishing them much success in their new work the Presbyterian Church wishes for these good people all that go to make a bigger and better Harbison.

Rev. John G. Poter Is New Head of Harbison

Irmo, S. C.—The Rev. John G. Poter has been appointed by the Board of National Missions of the Presbyterian Church, U. S. A., to become president of Harbison Agricultural College here. Rev. Poter was serving in the college as professor of latin and English Bible and as pastor of the Irmo Presbyterian Church.

3-22-30

He is a graduate of Johnson C. Smith University, Charlotte, N. C., and did special work at the University of Pennsylvania.

Sumter, S. C. Herald
Thursday, June 19, 1930

STARKS BECOMES HEAD OF BENEDICT

Begins Duties as President Of Columbia Colored Institution

Dr. J. J. Starks, for 18 years president of Morris Baptist college at Sumter, became president of Benedict college, Columbia, June 15, and took charge as head of the institution beginning the fiscal year yesterday morning. He succeeds Dr. Clarence B. Antisdel who has been with the college for a number of years and who served as president of Benedict for the past eight years.

Doctor Antisdel will remain with the college as head of the school of theology and will live in his home erected on the campus at his own expense about three years ago. It is said that Doctor Antisdel is now serving the school without pay, having offered his services free of charge.

Dr. Frederick C. Redfern, who has been with the college as dean and professor for the past 14, years, will leave Benedict about September 10. He lacks only a year and a half of service in this capacity with the American Missionary board before he will be entitled to a life annuity. It is said that he will continue for a year and half in another of the chain to which Benedict belongs in order that he may qualify for the annuity.

John Jacob Starks is the first Negro educator to serve as president of Benedict college since the college was established some 50-odd years ago. With Doctor Starks will come a faculty of Negro teachers to take the places formerly occupied by many white teachers.

Doctor Starks has many years of experience as a school executive. He built up the Seneca junior college at Seneca; he left there 18 years ago to accept the presidency of Morris college. When he took charge of the Sumter school it was in its infancy, Doctor Starks having succeeded the Rev. E. M. Brawley, the first president. With the assistance of his wife who is quite a leader among her people, Starks erected seven permanent buildings on the campus, acquired additional land and built up a good property.

Among the former professors remaining at Benedict will be Thomas L. Duckett, Dean G. E. Nelson and Edward Dickerson. Duckett has been with the college for the past 20 years. He acts as field agent during his vacation, and it is through his efforts that hundreds of students have been brought to Benedict.—The State.

Prof. I. D. Penson New Morris College Head

Defender
4-12-30
Chicago Ill.

SUMTER, S. C., April 11.—Prof. I. D. Penson on April 2 was elected by the board of trustees of Morris college as president of the institution. Professor Penson will succeed President J. J. Starks, president-elect of Benedict college, Columbia.

Starks Becomes Head At Benedict

Palmetto
Leader
Columbia S.C.
6-7-30

LARGE CLASS GIVEN DIPLOMAS

Antisdel, Retiring President, to Remain With School

Dr. J. J. Starks was presented to a large audience last week attending the annual commencement of Benedict college. He begins his career as president to take the place held for several years by Clarence B. Antisdel, D. D.

Texas.

Education - 1930

Colleges, - Change of Heads.

Dr. King Succeeds T. R. Davis at Sam Houston

Afro-American

DR. WILLIS J. KING

6-28-30. [illegible]

AUSTIN, Texas. — Dr. Willis J. King, of Atlanta, Ga., professor of Old Testament in Gammon Theological Seminary for twelve years, who resigned after a tilt with the president, has accepted a call to head Samuel Houston College, here, also supported by the M.E. Church.

Dr. King succeeds T. R. Davis at Samuel Houston.

Education - 1930

Virginia.

Colleges, - Change of Heads.

Frank K. Rogers Becomes Acting Head of Institute

Amsterdam News

N.Y.

10-15-30

HAMPTON INSTITUTE, Va., Oct. 13.—Frank K. Rogers, chairman of the administrative board and treasurer of Hampton Institute has been named as acting director of the school to serve until the new president is chosen. Mr. Rogers has been with Hampton for thirty-three years. Capt. Walter R. Brown, for fourteen years assistant to the commandant, has been promoted to the position of commandant with the rank of major.

These two important announcements were made at chapel last Wednesday evening by the vice-chairman of the board of trustees, J. Henry Scattergood, of Washington, D. C., who is acting as chairman during the absence of Arthur Curtiss James, who is at present cruising the Mediterranean in his yacht.

Mr. Rogers, a graduate of the Worcester Polytechnic Institute, came to Hampton in 1897 to become the head of the newly organized Trade School. In 1905 he was elected treasurer of the school.

Major Brown is a graduate of Hampton, both of the building trade and of the normal departments. He came to Hampton in 1915 at the invitation of Major Moton, the commandant. When, a year later, Major Moton was called to the presidency of Tuskegee Institute and was suc-

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Rogers Made Acting President of Hampton

Negro World

10-1-30

11-1-30

N.Y.

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Major Brown is a graduate of Hampton, both of the building trade and of the normal departments. He came to Hampton in 1915 at the invitation of Major Moton, the commandant. When a year later Major Moton was called to the presidency of Tuskegee Institute and was succeeded as commandant by the late Major Allen W. Washington, Capt. Brown became the latter's assistant. During 1928-29 he studied at the graduate school at Howard University.

PORTSMOUTH, VA.

STAR

DEC 2 - 1930

HAMPTON'S NEW PRESIDENT.

It is most interesting news we have that the successor to the late Dr George P. Phenix, as President of the Hampton Normal School, is to be Arthur Howe, son-in-law of the late Samuel Chapman Armstrong, founder of the Hampton institute, now developed into such a great institution of learning for the Negro race.

It seems most fitting that Mr. Howe should undertake at this stage the work which his distinguished father-in-law began half a century ago. The Hampton Normal School was founded by General Armstrong as an institution for the Indians and Negroes. In the beginning many Indian boys and girls came to Hampton from the far west and there received an education enabling them to return to their people as teachers and educators.

Many of us can remember these Indian students that sometimes seemed almost to outnumber the Negroes at Hampton—certainly to equal them in attendance proportion. But naturally as time went on the Indian students became fewer and fewer, until today the Hampton Institute is almost wholly an institution for the Negro race. It is both a Normal School and Institute of the trades.

The Hampton Institute, as it is generally known, has been heavily endowed down through the years. Former President William Howard Taft took such interest in the institution that he became the Chairman of its Board of Governors. Mr. Taft time and time again came to Hampton both while he was President and later.

The heads of the Hampton Institute have always been men of high parts They have been chosen by reason of both their educational attainments and ability at managerial direction.

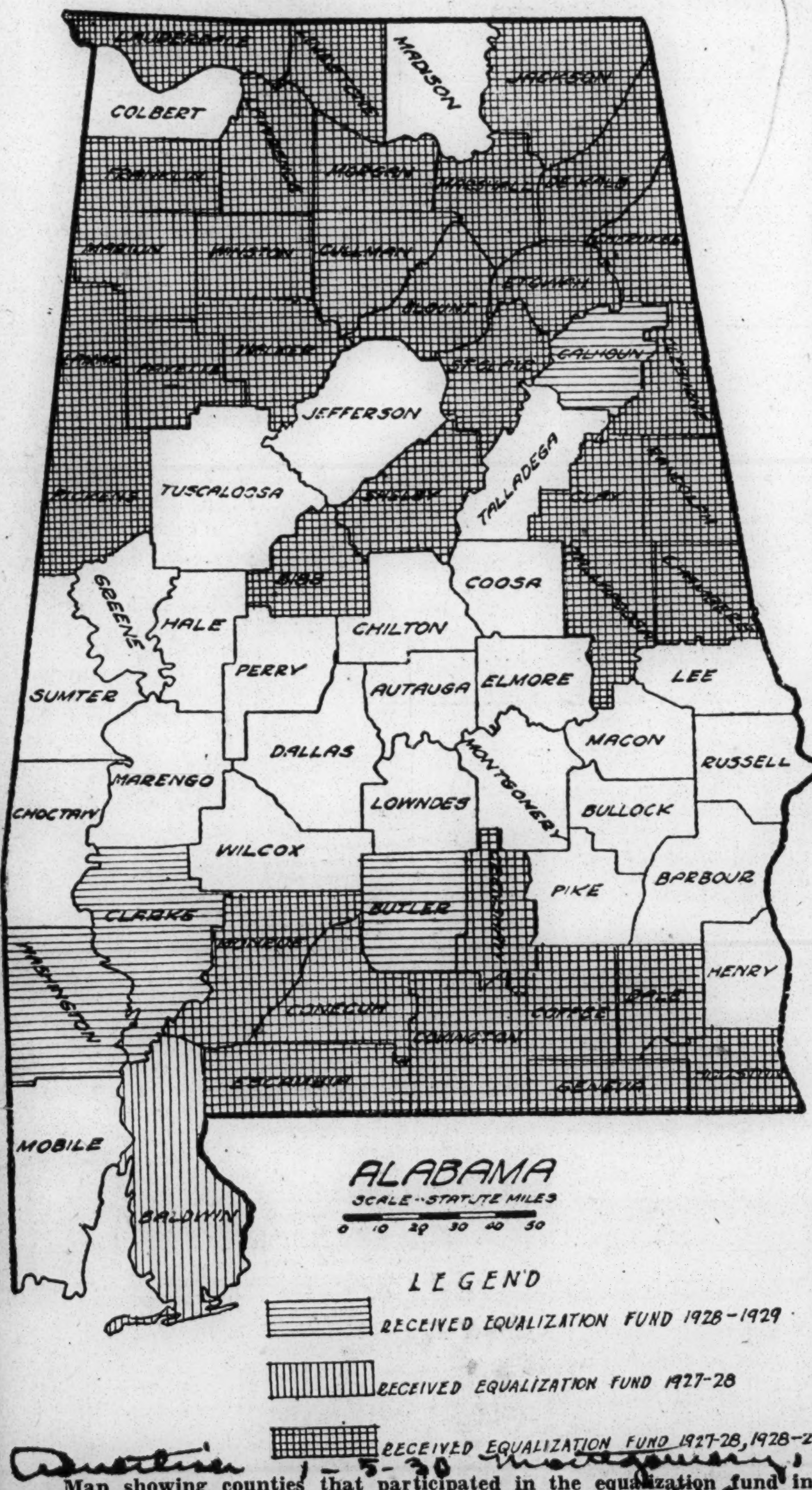
The coming to Hampton of Arthur Howe, as one so very closely indenfited with the founder of that great institution is not only interesting but it is fortunate for the institution itself. The people of Tidewater Virginia will welcome Dr. Howe, who comes from the chair of citizenship in Dartmouth College. He shall be made happy in our community. We are glad indeed that Dr. Howe is coming to be among us, and one of us for any one related to or connected with, the family of Samuel Chapman Armstrong will be welcome always in this part of Virginia.

Education-1930

Common Schools. Condition of.

Alabama.

More Children In School For Longer Terms, Is Repor



Advertiser 1-5-30 Montgomery, Ala.

Map showing counties that participated in the equalization fund in 1927-28 and 1927-29. The counties in white are the counties that were able to meet their minimum programs without aid from the equalization fund and did not receive any portion of the fund. The fund was designed to aid the less prosperous counties and assure elementary school children of a full seven-month term.

By GEORGE L. DAVIS

Education has reached a new high level in Alabama during the past year and more children are going to school for longer terms than in any other period in the history of the State, according to reports being tabulated at the State Department of Education for distribution of the equalization, attendance and high school funds.

However, the dream of an equal chance for every child and a full seven months' term for all children in elementary schools and nine months in junior and senior high schools, is yet a dream.

Not a few of the counties for whom the equalization fund was created by the 1927 Legislature with the object of guaranteeing to every child in the State a full seven-month term in elementary schools, have schools that were forced to close during the past year before the seven months term expired.

The closing of the schools in these counties has been attributed mainly to two causes.

Improper Use of Funds

1. Improper administration of funds on the part of county authorities as disclosed by reports of auditors from the office of the chief examiner of public accounts; and an inadequate system of records.

A revised and up-to-date system of records is now being developed under the direction of Dr. Dale S. Young, director of the research division of the State Department of Education. The new system, it is anticipated, will simplify administration problems.

2. The refusal of parents to permit their children to attend school during periods when they, could ill afford to release them from work in the field

This secondary contingency, it was pointed out, will require years of enlightenment and progress, to overcome. Thousands of children who attend school in the Fall are withdrawn from school during cotton chopping time in the Spring and while Alabama has a compulsory attendance law. it is the most difficult of laws to enforce. Withdrawal of children from some schools in the Spring often results in a decreased attendance at the school to a point where the school cannot continue to operate economically and effectively.

School Attendance

It is upon the attendance in the public elementary and junior and senior high schools that the equalization fund, high school fund and attendance funds are apportioned. The total of these three funds being about $2,250,000 per year.

The attendance fund amounts to $850,000 annually and is apportioned on the basis of aggregate attendance during the preceding year.

The high school fund is $411,000 and is apportioned annually on the average daily attendance of rural school children during the preceding year.

The equalization fund is a supplementary fund of $900,000 provided annually by the State to counties where the total income is less than the amount required for their minimum educational needs. To this amount is added annually about $70,000 from the old revolving fund which has been in effect since 1919.

In distributing the equalization fund the State Legislature has provided, in effect, that it shall be available to counties that have not sufficient funds to meet their minimum educational needs, after they have made a maximum effort to meet those needs.

"Minimum Program"

The minimum needs of a county is termed "minimum program" and this program is simply the lowest estimated amount of money on which schools in the county can operate for a seven-month elementary term and a nine-month high school term.

When a county has collected its full available revenue from all public sources and this revenue is short of the estimated amount needed for the operation of elementary schools for seven months and high schools for nine months, the State of Alabama then makes up the difference to the county out of the equalization fund.

To arrive at the least amount on which a county may operate its schools for a seven and nine months' term the State Department takes the actual average cost of operation of the schools in Alabama in 1926-27, which was the term preceding the first distribution of the fund. During 1926-27 the average cost of educating each group of thirty pupils for seven months in the elementary schools was $750.

DR. A. F. HARMAN

For each group of 30 pupils in the high schools for nine months the average cost during 1926-27 was $1,400.

Average Attendance.

the equalization fund the high school fund and the attendance fund—all based on attendance—marked a new departure in educational appropriations in Alabama Before these acts became effective state funds were distributed mainly on a basis of school census and did take into consideration whether the child attended school or not.

Advertiser

The result of the apportionment of the funds in 1927-28—the first year the new acts became operative—was that statewide interest in attendance became general and most of the schools reported increased attendance at the close of the 1927-28 school year. The gain in attendance increased the number of teacher units in the minimum programs of the several counties and the value of the teacher units decreased proportionately as the fund $970,000 remained the same. Hence in the year 1928-29 the value of the elementary teacher unit was $709 and the high schol teacher unit $1,323.

1-5-30

It is estimated that 1929-30 term the value of the teacher units will be lower as the attendance has continued to increase. The tentative value of the teacher unit for the elementary school for 1929-30 was estimated last April at $688 and the high school unit $1,313.

Tabulation of Reports.

Within a few days the tabulation of reports will be completed at the State Department of Education and it will be determined whether the 1929-30 minimum program can be expanded beyond the estimate.

Articles dealing fully with the equalization fund apportionment and distribution have been prepared by Dr. Young for the Alabama School Journal, which is edited by Frank L. Grove. The first article appears in the January number and the second will appear in February.

It was pointed out by Dr. A. F. Harmon, state superintendent of education that the bases for the apportionment of the fund set up by the 1927 legislature conform with the modern educational standards sponsored by the leading and authoritative students of educational finance.

Each group of 30 pupils in average daily attendance is known as a "teachers unit." and the more regular the attendance the greater the number of teacher units the county will have. To arrive at the amount a county needed for its minimum program for 1927-28 for seven month elementary schools the number of elementary teacher units in the county was multiplied by $750, and the number of high school teacher units in the county was multiplied by $1,400. To the total was added $2,400 for each county supervisor employed, $1,050 for each elementary principal in schools having at least ten teachers., $1,600 for each accredited high school and $1,600 for each vocational agricultural teacher employed. The sum of these amounts constituted the minimum program for white elementary and high schools in 1927-28.

For the negro schools the value of each teacher unit was only half of the value of the respective white teacher units, or $275 for each negro elementary teacher unit and $700 for each negro high school unit to which was added $1,200 for each negro county supervisor and $600 for each negro vocational agri-

Schools Closed In Sc[illegible] Of Big [illegible]ucation Fund

[illegible]ies Split State Fund Of $7,625,624 In One Year

Shares Equalized

Sparse Sections Receive Large Slices

Advertiser

This is the fifth of a series of articles dealing with the receipts and disbursements of the State Treasury of Alabama and with details of the various departments. This article deals with certain monies that are paid through the State Treasury to the various counties for educational activities. 4-8-30

By ATTICUS MULLIN

The 67 counties of Alabama received a total of $7,625,624.97 from the State Treasury of Alabama in the fiscal year ending Sept. 30, 1929, from certain apportionments of the regular three-mill school tax, collected by the State and from special apportionments by the State Board of Education.

The special apportionment made by the State Board included the bonus fund, illiteracy, erection and repair of rural school houses, library, high schools, equalization fund, attendance fund and vocational education.

Montgomery
Ala

It must be explained that the $7,625,624.97 paid to the various counties, does not include special appropriations made for the State colleges, normal schools and certain other schools, and paid out of the State Treasury. And it is by no means all of the money that is spent in the counties for educational purposes as 54 of the 67 counties of Alabama have levied a four-mill county tax for schools in addition to certain district school taxes. Data is not available to show what amount of taxes was collected for local school purposes, what money was donated from the general fund of the counties and cities for schools, and what bonds were issued for school purposes or how much money was borrowed and used for school purposes in the various counties in the fiscal year under discussion.

Cities Get Little

In a study of the table of counties attached it must be remembered that there is included a very small apportionment to several incorporated cities and towns.

A study of the table will show that Jefferson County in 1929 received the most money out of the apportionment. This amounted to $770,724.99. Montgomery County received the next largest amount, $202,223.26. Mobile got $194,421.99. Other counties receiving very large amounts were Walker, Tuscaloosa, Talladega, Randolph, Morgan, Chambers, Calhoun, Covington, Coffee, DeKalb and Etowah.

It will be noted that some of the counties like Chambers, which are not densely populated and have smaller taxable valuations, received more money than certain counties of greater wealth and greater population. This was due to the operation of the equalization fund which is expended in those counties which need help the most, or which have not helped themselves to the extent of levying as much taxes against their own property as other counties have levied against theirs.

Advertiser

It will be noted in a study of the table that the counties more densely populated by white people received a big percentage of the funds disbursed in the apportionment, the counties with large negro populations, including the blackbelt generally, receiving lesser amounts.

4-9-30

Many Schools Closing

It might be mentioned that in spite of the equalization fund and in spite of the heavy additional taxes that have been collected in the present administration, a number of schools in the rural sections of Alabama have already closed for the term while there is a struggle in many other counties, notably Montgomery, to keep the schools going.

Montgomery
Ala

The following shows the disbursements from the State Treasury for the fiscal year ending Sept. 30, 1929 to public schools of the various counties in Alabama from the funds under discussion which include the regular three-mill school tax and apportionment by the State Board of the following funds: bonus, illiteracy, erection and repairing of rural school houses, library, high schools, equalization, attendance and vocational education:

County:	Amount
Autauga	$ 66,723.50
Baldwin	90,840.62
Barbour	87,242.58
Bibb	75,963.17
Blount	108,701.26
Bullock	69,341.20
Butler	84,712.83
Calhoun	113,817.36
Chambers	172,908.72
Cherokee	80,818.43
Chilton	79,997.05
Choctaw	55,813.94
Clarke	84,363.88
Clay	90,976.80
Cleburne	62,667.47
Coffee	127,920.16
Colbert	83,947.69
Conecuh	84,849.91
Coosa	48,824.28
Covington	142,237.24
Crenshaw	117,955.86
Cullman	173,108.31
Dale	88,767.04
Dallas	127,499.06
DeKalb	152,071.94
Elmore	97,322.78
Escambia	94,120.01
Etowah	185,464.15
Fayette	86,976.99
Franklin	103,325.91
Geneva	108,347.88
Greene	45,361.79
Hale	73,705.51
Henry	67,947.24
Houston	113,046.04
Jackson	101,239.55
Jefferson	770,724.99
Lamar	82,648.49
Lauderdale	142,842.36
Lawrence	84,712.89
Lee	97,491.16
Limestone	89,903.21
Lowndes	73,235.41
Macon	73,794.14
Madison	139,616.08
Marengo	93,161.32
Marion	126,765.70
Marshall	149,586.75
Mobile	194,421.99
Monroe	105,354.01
Montgomery	202,223.26
Morgan	130,845.63
Perry	72,274.45
Pickens	91,414.87
Pike	81,506.69
Randolph	120,753.50
Russell	76,525.28
Saint Clair	94,397.02
Shelby	84,347.98
Sumter	95,868.66
Talladega	120,753.50
Tallapoosa	99,446.22
Tuscaloosa	151,431.06
Walker	192,923.93
Washington	55,520.52
Wilcox	79,952.03
Winston	82,154.00
Total	$7,625,624.97

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cultural teacher.

Only $700,000 Needed.

After the minimum programs for the various counties had been ascertained and the inability of the respective counties to finance their programs had been determined it was found that it would take only about $700,000 of the equalization fund to enable such counties to finance their minimum program. When the State Department of Education found that about $200,000 was still available for equalization purposes it immediately increased the value of the minimum programs 3 1-2 per cent which was disbursed to the counties the same year.

The legislature in creating the equalization fund decreed that before a county may receive its full share of the fund that the county must show its interest in education by levying all taxes permitted by the constitution. These are a one mill county wide tax, a three mill county wide tax and a three mill district tax for schools throughout the county.

The legislature provided that if a county does not levy a three mill countywide tax and a one mill countywide tax that it cannot share in the fund. If these taxes are levied but district taxes are not levied in all districts then an amount equal to the amount which could have been realized from each district taxes is deducted from the equalization apportionment.

Equalization Fund.

The enactment of legislation creating

Education-1930

Common Schools, Condition of.

Alabama

McCall Holds Fees Illegal In Public Schools

Advertiser

10-11-30

Montgomery, Ala.

Declares Whole Section Of Education Code Ineffective

Wide Practice Hit

Montgomery County Only Partially Affected

Attempt by the Legislature to authorize requirement as a condition precedent to the enrolling of a child in a public school in Alabama, payment by the child of a matriculation fee, is unconstitutional; and similar requirement as to payment of incidental fees and laboratory fees, is also illegal, Atty. Gen. Charlie C. McCall has ruled in an opinion rendered yesterday to the superintendent of education of St. Clair County.

Section 467 of the Alabama School code is held to be ineffective insofar as it attempts to make the payment of matriculation and special fees compulsory. This section permits county and city boards of education to collect a matriculation fee for each semester from all pupils in accredited high schools, including county high schools, and gives to the respective boards authority to determine the amount of such fee, it is stated.

The points ruled on in the attorney general's opinion have never been presented to the high courts of the state for construction. In view of this opinion, however, it is believed that the matter will be brought to the attention of the Alabama Supreme Court for decision, through a test case, and that this will be done without delay. Matriculation and incidental fees wherever they are in force and effect, have presumably already been collected for the first semester of the present school year. In all probability a test case, if brought, will be filed early with the hope of obtaining a decision before the next semester starts.

Should the Supreme Court sustain the position taken by the attorney general in his opinion, it is estimated that school funds in the State would be pared by something over $250,000 annually.

Montgomery Affected

Inquiry yesterday revealed that no matriculation fee is required in the high schools or other public schools of the city and county of Montgomery, nor is any other fee charged, it is said, that in

the strict sense of the term can be designated as an incidental or laboratory fee. There is in effect, it is stated, a science fee of 25 cents a semester covering laboratory supplies; a chemistry fee of $3 to cover breakage and which is refunded if no breakage occurs, or if the breakage by the pupil is slight only enough is taken out to pay for the breakage, the remainder being refunded to the pupil. The same thing applies to the R. O. T. C., fee of $3, which is refunded if all equipment is returned.

Opinion by Atty. Gen. McCall answers several questions presented by the St. Clair superintendent for legal advice, principal among these questions being whether a county board of education had authority to collect a matriculation fee, and also whether the county board might legally employ and pay an attorney to force the collection of matriculation fees in accredited high schools. The superintendent said in his letter that in accordance with section 467 of the School Code the board of education of his county had assessed each enrolled high school pupil a matriculation fee of $5 for each semester.

It is cited by the attorney general that section 256 of the Constitution of Alabama says: "The Legislature shall establish, organize and maintain a liberal system of public schools throughout the State for the benefit of the children thereof between the ages of seven and 21 years." The word "public" as used in this section, he then states, in his opinion, means "open to common or general use," while the word "liberal" means "free." He then quotes from the Supreme Court of Alabama as follows: "The public school system, which the Constitution enjoins shall be established, organized and maintained, extends throughout the state, and is for the equal benefit of the children thereof, operating upon and in favor of all alike, without special local rights, privileges or burdens. In addition to the special funds enumerated, and a poll tax, the power of taxation, as conferred on the general assembly, and limited by the Constitution, was deemed a proper and sufficient mode of discharging this legislative duty."

It was intended by constitutional provision, the opinion says, that the Legislature should establish, organize and maintain the school system, to the extent that the system should be liberal, "free" and that the public schools should be public, "open to common or general use, and in favor of all alike, without special privileges or burdens."

"It was not intended by the framers of the constitution," the attorney general declares, "that the Legislature should avoid its responsibility to make additional appropriations sufficient to maintain the system by attempting, to confer upon boards of education the power to require special fees as a condition precedent to the system being open to every boy and girl."

Advertiser 10-11-30

Matriculation Fee Defined

He states further that a matriculation fee is a fee charged a child to enroll it or to enter it in school, a fee charged "as a condition precedent to permit such child to enroll or enter.'

The attorney general then adds: "The requirement of a child, as a condition precedent to its enrolling or entering a public school of this state as defined in section 256 of the constitution, that it, the child pay a matriculation fee, is violative of Art. XIV, Constitution of Alabama, 1901. The attempt on the part of the Legislature to give a board of education power to levy a fee, is in effect an attempt to give it the power to tax without references to the wishes of the people, either parents or children. In my opinion it can no more grant to a county board of education the right to tax by way of a fee than it could have given district trustees the power to levy a tax" He therefore, holds that section 467 of the Alabama School Code is ineffective insofar as it attempts to make the payment of matriculation and special fees compulsory.

In this connection the opinion of the attorney general makes this comment: "It will be noted that the new code unlike the school laws prior to its adoption, makes absolutely no mention as to persons within the compulsory attendance age, even as to incidental fees."

Says Constitution Ignored

Though it is noted that the request for construction of the law, from the St. Clair superintendent did not deal with "incidental" fees, as mentioned in section 182, Alabama School Code, 1927, the attorney general says that his ruling with regard to such fees would be the same. He recalls that such rulings as have been rendered by the courts of Alabama with regard to collection of incidental fees have never turned upon nor considered the constitutional question mentioned.

"It is, indeed, an anomaly," the opinion states, "that the framers of the constitution should have made it mandatory that the Legislature establish, organize and maintain a liberal system of public schools throughout the state for the beenfit of the children between the ages of seven and 21; and that the framers of the constitution should also have provided part of the funds for the accomplishment of this and given the Legislature ample authority for raising additional funds; and that the Legislature should then attempt to say that a parent, however poor, is compelled to send his child to school under penalty of fine and imprisonment; and that the Legislature, in the same breath, should have attempted to have fixed it so that when the applicant privileged by the constitution presented himself at the schoolhouse door, he should be met with (1) a tax upon his entrance, (2) an additional tax upon his use of property purchased with public funds, and (3) an additional tax in the way of an incidental fee, for things for the procurement of which the Legislature had ample authority and the duty under section 260, constitution of Alabama, to make sufficient appropriations out of the general treasury of the state.

System Called Liberal

"Such a system is not liberal, but is its direct opposite. Such a system is not public, but operates to exclude the minor child of a parent of humble means from a free education to be given at the expense of the taxpayers of the state in public schools supposed to be supported with funds raised through the legitimate methods of raising revenue, and none other. Such a system is not a system without special burdens but is a system with special burdens. All of the incidental expenses which it is necessary to incur in maintaining the public schools of the state, can and must be provided under the constitution by sufficient appropriations by the Legislature and through local taxes levied in accordance therewith. If the Legislature failed to do its duty, then it cannot clothe a board of education with power to tax by indirection to make up for its failure, by the imposition of a tax in the way of a fee, in the assessment of which the people have no voice."

Education - 1930

Common Schools, Condition of.

D.C.

EDERAL EXPERTS' REPORTS WOULD EXCLUDE NEGROES

Tribune

(Continued from page 9)

5-23-30

as electrical work, drafting, commercial art, mill and cabinet work, the building trades, printing and book binding, machine shop work, airplane mechanics, aircraft engine mechanics, welding, plumbing and radio service.

Washington D.C.

Girl and Woman

No courses would be offered to colored girls and women in millinery, novelty work, power sewing and commercial art.

The Federal Board for Vocational Education submitted no justification for its recommendation of different courses for white and colored pupils. The inference, however, is contained in the recommendation that training should be limited to the opportunities for employment.

With this view there is general disagreement among educators who believe that the training of men and boys in vocational subjects should be in relation to their aptitudes, interests and special capacities, whether or not employment in various lines is now open.

It was pointed out that five years from now when their training is completed, opportunities for employment will be open or the graduates from vocational courses with their special prepareticn may open the field themselves.

Examples Cited

An example of this was cited by a school official, who stated that when courses in shoe repairing were first offered in the old Armstrong Manual Training School, opportunities for employment were closed to colored boys and men. There are now several modern, machine shoe repairing shops run by graduates of Armstrong.

"While Washington is not primarily an industrial center," the report of the Federal Board for Vocational Education stated, "many lines of trade and industrial work are practiced here. With the organization of various advisory committees it will be a relatively easy matter to establish the needs for training and opportunities for employment in the various lines of importance in this city. From the experience of other cities with somewhat similar problems it is quite probable that at least the majority of the trade courses which follow will be of direct value in Washington."

For White Students

For the white vocational school the following courses are proposed:

Boys and men—auto repairing and service, auto body work, auto painting and upholstering, electrical work including house wiring and motor and meter repairing, drafting for the machine and building trades and Patent Office work, commercial art, mill and cabinet work, carpentry, bricklaying, plastering, sheet-metal work, painting and decorating, paper hanging, printing and book binding, machine shop, airplane mechanics, aircraft engine mechanics, welding, plumbing, and radio service work.

Girls and women—cosmetology, dressmaking, millinery, novelty work, power sewing, cafeteria work, practical nursing, junior nursing, commercial art, training for domestic service, and commercial cooking.

For Colored Students

For the colored vocational school the following courses are proposed:

Boys and men—auto repair and servicing, auto body work, auto painting and upholstering, building trades, such as plastering, bricklaying, etc., where employment is open; barbering, janitor engineering, dining car cooking, tailoring and busheling, shoe repairing, and cleaning and dyeing.

Girls and women—commercial cooking, cafeteria work, dressmaking, cosmetology, housemaid service, laundry work, domestic service, practical nursing, junior nursing, spotting, and cleaning and dyeing.

At present there is no discrimination in the courses offered in the white and colored vocational schools. Any course offered in a white school may be offered in a colored school. The school officials, however, are given the choice of what subjects will be offered. The Board of Education has approved the courses and wherever training in any trade or industry is offered, the approved course must be followed.

Certain Courses Ignored

Some courses have been elected for the white schools that have not been chosen for the colored schools, and some courses have been elected for the colored schools that have not been chosen for the white schools. In the white schools there is no course offered in bricklaying. In the colored schools there is no course in plumbing. There is a course in shoe repairing in the colored schools. There is none in the white schools. Architectural drawing is offered in both white and colored schools. Courses are also offered in both white and colored schools at present in printing, auto repairing, auto painting, carpentry, sheet metal work and machine shop.

In connection with the building trades courses, for the first time the District of Columbia appropriation bill carries an authorization for the construction by student labor of a shop for instruction in automobile repairing at the Columbia Junior High School to be used by the classes of the Abbot Vocational School.

Negro Students

School officials plan to have the bricklaying work done by pupils from the colored vocational school. There are no white students who can do it because there is no course in bricklaying offered in the white vocational school. The other work will probably by done by pupils from the white vocational school.

The Board of Education will not likely approve the recommendation of the Federal Board for Vocational Education for separate courses for white and colored schools. It will probably consolidate the proposed list of trades and industries to be taught in the vocational schools and make the entire list open for selection of courses by the officials of the white and colored schools.

FEDERAL EXPERTS' REPORT WOULD EXCLUDE NEGROES

Tribune

It Recommends 22 Vocations for Whites and Only 10 for Negroes

5-23-30

Washington D.C.

Exclusion of colored pupils from opportunities of learning certain trades in the vocational schools is recommended in a report on vocational education in the District of Columbia made by the Federal Board for Vocational Education at the request of the Board of Education.

The types of training which would be open to colored pupils, if the Board of Education should approve the recommendation of the Federal Board for Vocational Education with respect to the trade courses to be offered in the local schools, would be of the more menial trades and industrial work.

Colored boys and men would be denied the opportunity of learning such trades and industrial work

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SENATE GIVES $1,399,200 FOR BLDGS.-GROUNDS

Senate Committee More Liberal to Schools Than the House

Tribune

Colored schools of the District of Columbia will receive approximately their proper share of funds for buildnigs and grounds if the District of Columbia appropriation bill as reported from the Senate appropriations committee becomes law.

5-9-31

The Senate appropriations committee inserted in the bill items totaling $240,000 for buildings and grounds for the colored schools after Garnet C. Wilkinson, first assistant superintendent of schools, had directed attention of the Senate committee to the failure of the House to maintain the proportion in appropriations for the colored and white schools.

Washington D.C.

Under the bill as reported to the Senate the colored divisions of the public schools will get a total of $890,000. The bill as passed by the House allowed only $650,000 for buildings and grounds for the colored divisions.

The Business High School at Rhode Island avenue and Ninth street, northwest, which is being replaced by a new business high for whites, will be transferred to the colored divisions. It is given a valuation of $200,000 and is figured in the allottment to colored schools at that figure, making a total for buildings and grounds for colored schools $1,090,000. The whtie divisions will receive a total of $2,290,00.

The valuation of land, which it is proposed to purchase for the colored divisions, amounts to $309,200, while that for the white schools total $319,000.

Under these allottments the colored divisions will receive a total of $1,399,200 for buildings and grounds. The white schools will get a total of $2,609,000. The proportion for the colored divisions is 34.9 per cent, while the colored school population is 34.11 per cent of the whole.

The Senate committee inserted into the District appropriations bill an item of $50,000 for treatment of the site of the new platoon and junior high school for colored pupils in the northeast section; an item for an eight-room addition to the Douglass-Simmons School, $140,000, and an item for an assembly hall and gymnasiuim at the Deanwood School, $50,000. It struck out of the House bill an item of $255,000 for an addition to the Gordon Junior High School (white).

Items which were already in the bill when it came from the House include $200,000 for the erection of a new platoon school building for colored pupils on a site already purchased in northeast Washington; $200,000 for the erection of a junior high school building on a site already purchased in northeast Washington; $50,000 for the construction of a four-room addition to the Deanwood school, and $200,000 for the construction of a twelve-room addition to the Anthony Bowen School at First and M streets, southwest.

Mr. Wilkinson states that a total of 42 classrooms is provided in the bill. Twenty-five rooms are necessary to relieve congestion in the areas in which these new buildings and additions are to be built, he said. There are thirteen portables in use. There are 24 part-time classes. Six are at Bruce School, 10 are at Cleveland, 2 at Mott, and 6 at Harrison. Thirteen of the new rooms will replace the portables, and twelve of them will make unnecessary these part-time classes, says Mr. Wlikinson.

When the Miner Teachers College begins operation as a teachers' college, he pointed out, it will be necessary to move the children from the normal school and house them in nearby schools, shifting the school population so that those 250 children can be accommodated at other schools than at the teachers' College.

WILKINSON'S PLEA GETS RESULTS AT SENATE HEARING

Buildings and Grounds Quota Raised from 28.2 to 34.2 Per Cent

Tribune

5/7/30

Washington D.C.

A strong plea for an equitable distribution of funds for school buildings and grounds between the white and colored school systems, featured the testimony of Garnet C. Wilkinson, first assistant superintendent, in charge of colored schools, before the Senate sub-committee which considered the District of Columbia appropriation bill for the fiscal year does not meet the situation with regard to the white and colored races of the District.

Stressing the need for new building sites, the first assistant superintendent told the committee that the five-year building program only met three-tenths of one per cent of our proportion, and that the money appropriated this year for buildings and grounds is only 24.5 per cent for colored schools, whereas we constitute 34 per cent of the school population.

Mr. Wilkinson in his testimony disclosed the startling information that there are three thousand colored children in the District who are not provided for properly in the elementary schools today, and brought to the attention of the committee the congestion existing at the Garrison and Harrison schools.

"I want to call the attention of the committee to the fact that this bill carries $600,000 for the new white Business High School. Now, assuming that the old Business High School on Rhode Island will be used hereafter by the colored pupils, then we ought to carry upon our books at least one-third of that $600,000; I mean that $200,000 would on the colored side of the ledger, bring the contemplated appropriation under this bill up to 28.2 per cent, leaving us a difference of about 6 per cent between what we will have and what we ought to have," said Mr. Wilkinson.

As a result of these disclosures the committee indicated that the future policy of Congress would be to appropriate in accordance with the recommendations of the Bureau of The Budget and the Board of Education on the two-thirds-one-third basis between the two school systems.

Education-1930

Common Schools, Condition of

Florida

Panama City, Fla., Pilot
Thursday, February 27, 1930

Our Colored Population Asks More Learning

(Reproduced Verbatim From Original)

Panama City, Fla., Feb. 23, 1930.

Dear Sir:

Palama City Colard School officers for 1930, Supervisor F. G. Gilford, Trustees J. R. Bower, C. L. Lacewell, H. Washington, Tom Jones, of Millville: Dear Sir: We are starting in time for the well faires of our school hopeing for longer turms. We are going to work to help our selfs hopeing to get help. I have been advised to not ask for six month turm, but again I was tought to ask for what I want. I know that we hasn't ben paying our tax as we should but yo know that there 75 per cent of negroes that don't know just what paying tax means but I pursanly wants to ask that our turms be six months. I feal like if we had longer turms that our kids would learn how to treat yours. I know most negroes don't know just how to treat white peoples but I suppose that they do the best they know. See here, please remember the fines that we pay at the City Hall every Monday morning. If we had just a little more book learning don't yo think we would do a little better. Just look how our little boys and girls is rolling automobile tires fighting and fussing among themselves. The cause of this is liken for education. I truely try to pay every tax that is sessed to me and just as promp as I can of corse I am full of mistakes and would do better if I just knew how. Please consider this mater and help us to help our selvs we will show yo that we apuratace this by paying our tax on time, being more desent in our homes and yo know that we will be more desen, even on our jobs and on the streets and at our churches and schools. Try us and see if education want help us. We don't ask for school buses or for jineters but please give us a six month turm.

Yours very truely,
J. R. ROWER, (Col).

Education-1930

Common Schools, Condition of

Georgia

6

Georgia's Educational Expenditures Defended

Kyle C. Alfriend Maintains That State Spends Less of Income Than Any in South.

Constitution

1-26-30

Atlanta Ga

In a statement issued Saturday in refutation of charges that Georgia spends too much for education, Kyle C. Alfriend, secretary of the Georgia Education association, declared that the state spends a smaller proportion of its income for education than any other southern commonwealth.

With an income of $1,287,000,000, it spends 1.61 per cent, or $21,000,000 for education, he said. Although the state is third among the southern states in the gross amount of its income, the amount spent for education is ninth among them.

"From time to time in recent years," he said, "there has been a determined effort on the part of certain interests to make it appear that the cost of education in the United States had increased far beyond the proportion of other costs of government. Yet Dr. Cubberley, of Stanford University, after the most careful investigation states that in 1910 the nation was spending per capita for all expenses $37.57 and in 1920 $97.87. Of this, for education the nation spent per capita in 1910 $5 and in 1920, $11; for highways in 1910, $3 and in 1920, $7; and for war the nation spent in 1910, $4 and in 1920, $44. Thus we see that for all expenses the nation's bill increased nearly three-fold, for war eleven-fold, for highways 2.3 fold and for education 2.2 fold. In other words the increase for education was less than any other expense of government. When we realize that in 1910 of all expenses of the nation in nearly all the states education was the most poorly supported, then the fact that education still stands at the bottom absolutely refutes the idea that the schools cost too much.

Georgia's Wealth.

"The same idea has been published in Georgia to explain why the state has been unable to meet its obligations. So the question at once arises: 'Is Georgia putting too much in her schools and colleges?' There is but one way to answer that question intelligently. 'How does Georgia's wealth, her income, and her expenditures for education compare with other southern states? How does the amount her people spend for luxuries and automobiles compare with the same expenditures in other southern states?'

"We give the facts below secured from the Department of Research, Bureau of Education, and from the Treasury Department of the United States. They are corroborated by the Blue Book of Southern Progress, Manufacturers' Record, Baltimore.

STATE	Wealth	Income	Spends for Education	Spends For Autos and Luxuries	Percent of Income Spent for Educatio
Alabama	$ 3,577,000,000	$ 917,000,000	$20,183,000	$180,000,000	2.20
Arkansas	3,097,000,000	723,960,000	15,670,000	143,000,000	2.17
Florida	2,906,000,000	504,900,000	32,896,000	184,000,000	6.52
Georgia	4,642,000,000	1,287,000,000	21,000,000*	243,000,000	1.61
Kentucky	4,267,000,000	1,169,000,000	21,640,000	239,000,000	1.85
Louisiana	4,072,000,000	950,000,000	23,113,000	196,000,000	2.43
Mississippi	2,595,000,000	647,000,000	15,700,000	137,000,000	2.42
North Carolina	5,415,000,000	1,152,855,000	41,195,000	261,000,000	3.57
Oklahoma	4,758,000,000	1,304,000,000	34,298,000	287,000,000	2.63
South Carolina	2,865,000,000	746,690,000	19,198,000	144,000,000	2.56
Tennessee	5,040,000,000	1,108,000,000	23,834,000	220,000,000	2.30
Texas	11,735,000,000	3,100,000,000	76,097,000	700,000,000	2.80
Virginia	5,827,000,000	1,187,000,000	28,385,000	240,000,000	2.39

*Amount spent for education, schools and colleges in 1928. All other states for 1926.
Every southern state greatly increased its expenditures for education in 1928.

ROADS AND EDUCATION.

From the 1929 Blue Book of Southern Progress, Manufacturers' Record, Baltimore, we get the following facts:

The nation spent for roads in 1928	$1,300,000,000
The nation spent for education in 1928	2,250,000,000
The south spent for good roads in 1928, state and county	$ 390,220,000
The south spent for education in 1928, state and county	426,200,421
Georgia, state and county, in 1928 spent for roads	$ 28,450,000
Georgia, state and county, in 1928, spent for education	21,000,000

Georgia's Ranking.

"From the above figures you will note:

"Georgia ranks seventh in wealth.

"Georgia ranks third in income.

"Georgia ranks ninth among southern states in total amount spent for education.

"Georgia ranks fourth in amount spent for autos and luxuries.

"Georgia ranks at the bottom in per cent of income spent for education.

"Georgia has the largest population of any of these states except Texas. More children in a state mean greater need for money for education.

"Georgia spends a smaller per cent of her income for schools and higher education than any southern state and the smallest per cent of any state of the nation.

"In view of the above facts what right has any one to say that the financial crisis facing Georgia is due to the cost of the public schools and colleges? With an abundance of wealth, ranking seventh in the south, with an income the third largest of any southern state, with expenditures for automobiles and luxuries exceeded by only three southern states, how can any one think that the deficits due the schools and colleges for 1928 and 1929 should not be paid in full and immediately. The state owes the public schools for 1928 and 1929 over three million dollars. It owes the colleges for 1929 over one million dollars. Nothing has been paid to the public schools on the regular appropriations for 1928 and 1929 except what was borrowed from the bank, $3,500,000 each year. Only 4 1-2 months have been paid to the colleges for the year 1929. For two years now the state has paid the schools only 70 per cent of the appropriation. For the year 1929 it has paid to the colleges less than 40 per cent of the amount promised them.

Course Clear.

"What the state should do under these trying conditions is as clear as the noon-day's sun. Use every power the state has to pay at once. The state has the property, she has the collateral, she has the willingness to do, if only those entrusted with the authority will give her a chance to act. Suppose waiting does save interest to the state. It robs the cities, the counties, the colleges of interest. The state can borrow at 4 1-2 to 4 3-4 per cent. Tennessee recently borrowed from the banks of Nashville, Memphis and Chattanooga, $29,000,000 at 4.65 per cent. The local authorities in Georgia are paying 8 to 12 per cent. Some cannot borrow at all. Then the reason for their borrowing is because the state has not paid. Hence it is the duty of the state to pay the interest.

"There should be no delay in taking this stain from the state's good name. The schools and colleges of Georgia have a right to the immediate consideration by the state of the obligations due them. The means are at hand. Let justice and good judgment rule."

PLEA TO PREVENT ERECTION OF NEGRO SCHOOL DISMISSED

Constitution

1-16-30

Atlanta Ga

The controversy over the erection of a negro school in the Druid Hills section of DeKalb county was settled Wednesday when the supreme court affirmed the action of the DeKalb superior court in dismissing an injunction petition against the trustees of the Druid Hills school district.

G. A. Wilder and other citizens sought to enjoin the erection of the school in that section because of the alleged damage to property values. The petition was dismissed on demurrer.

"A controversy arising as to the location of the site for a school building in a school district in which an election has been held and the result declared in favor of local taxation for public schools, must be determined by the county board of education with the right to appeal to the state board superintendent and the state board of education; and no court of equity will entertain jurisdiction of the subject," the supreme court said.

Bainbridge, Ga., Post-Searchlight
Thursday, February 6, 1930

We have the best white schools in the State. We must not rest until we have the best colored schools in the state, if we haven't them now. It gives us better help, better sanitation, better negro citizens for they are in position to know the laws and keep them. It is economy in the long run. The money used in the negro schools pays interest a hundred fold through the courts. The more you spend on the negro schools, the less you spend in the courts. No one can safely dispute them. Our help becomes better and more porfitable. A plow hand that can read and write is always more serviceable than one that can't. A cook or washerwoman that can read and write and hear talks and understand them in sanitation and preparations of foods is worth far more than one that can"t. Lack of sanitary knowledge among our washerwomen is costing this country right now more than all the money invested in laundries. That old antiquated idea about not educating the negro has been exploded years ago. It is economy in an hundred ways to give him education and money in the white man's pocket. He is our sole dependence for help. Is a good man worth any more than a sorry one? If so, then it pays to get these colored schools on as good basis as we can just as quick as we can. The colored people have got to help get their children in schools and keep them there. When a family is keeping their children out of school, the best class of colored people must report that and in that way help build their own schools. Negros did not come here nor are they going to leave. They were brought here as help and as a business matter we must make them the best of help. That can only be done through schools. Let's get busy on all.

Certain Matters of Importance

Macon Telegraph

7-10-30

Macon, Ga.

After some meditation I am able to corral only three objections to the Board's policies.

I do not believe sufficient funds are allocated to the County's Negro schools. Current figures are not at hand; but the 1923 statistics for Bibb (quote from Scott Nearing's book, Black America) run thus:

1. Number of children 6 to 18 years old:
   White—10,642.
   Negro—8,847.
2. Educational disbursements:
   a. Teachers for whites—$320,868.66.
   Teachers for colored—$52,292.00.
   b. Buildings and repairs, equipment, supplies, libraries, janitors, fuel, transportation and other expenses:
   White—$120,383.06.
   Colored—None.

The obvious rejoinder to this state of affairs is that, since our tax-payers are prevailingly white, to them should go the vast rewards. Yet our system of governmental economics rests on the ancient theory that each shall pay according to his capacity and benefit according to his need.

And, while thus citing sacred doctrine to support Objection No. 1, I advance No. 2,—that the Board of Education should prohibit the reading of the Bible, the singing of sectarian hymns and the teaching of religious stories in the schools. I think there is a state law about the Bible; if so, it should be repealed. There is no legislation about the other items.

The Waldorf Club promoted a program last Sunday under the subject, "Our Public Schools." It is a commendable activity that the members of this club have committed themselves to. This meeting was one of the quarterly forums their program calls for. One of the addresses of the forum was, "The History of Public School Education for Negroes in Savannah." The address follows:

Savannah Tribune

2-27-30

Beach Institute, a school established by The American Missionary Association, was the first school organized in the city for the education of Negroes. It was organized in 1867 and named for Col. Alfred E. Beach, the editor of the Scientific American, who provided the funds for the purchase of the lots upon which the school was built.

Savannah, Ga.

This institution is mentioned in this connection because it played a part in the establishment of education for Negroes in 1868. The Board of Public Education of Savannah and Chatham county, though that some provision should be made for the education of colored children. The board expressed a willingness to provide for them, but having no legal authority to do so, could do nothing at this time about it. It is significant that at this early time, serious thought should be given to the education of colored children. It is also indicative of the kind of men who constituted the board of education.

Savannah Tribune

The board showed its sincerity as to the education of colored children, on December 28, 1870, by passing resolutions expressing willingness to provide for public schooling to Negro children. After three days in a special meeting the board reaffirmed their willingness and added that a just proportion of the funds allowed for public education, should be used for the education of colored children.

These resolutions were unanimously adopted.

It seems that the public generally was becoming interested in the matter of the education of the colored children. A Mr. Hull, in 1871, offered a building in Lovers' Lane to the board to be used for the colored children, but the board refused the offer because it had no funds.

A further evidence that the whole community was becoming interested in the education of colored children, is the fact that in July and August of 1872, two Negro committees addressed the board requesting that schools be provided for the colored children.

One of these committees was composed of the following men: William J. Claghorn, Albert Jackson, Charles E. Middleton, Alexander Harris, William Pollard, Simon J. Mirault and Louis B. Toomer. The board must have been impressed with the address of these men, for they requested them to name a committee to make overtures to the American Missionary Association for the use of the Beach school. This committee was composed of the following: Albert Jackson, William Pollard, Alexander Harris, Robert Carter and Charles E. Middleton.

Savannah Tribune

Despite the fact that the board had no legal authority to open a school for colored children, they were sincerely making efforts to find a way to do so. 2-27-30

The committee met with some success, for the A. M. A. granted the use on several conditions, one being that it name the teachers. The Board of Education declined to take the Beach under such terms. They could have done nothing else.

In 1872 the board secured the rectory of St. Stephen's Church, located at the corner of Macon and Lincoln streets. They rented this building for three years at a rental of $300 a year. It contained three rooms which were made into four rooms. A teacher's examination was held at the Chatham Academy, and Elias Yule and Miss Julia Maynard were appointed teachers for the girls school: and Rev. Samuel Sims and Miss Eliza Pollard were appointed for the boys' school. The school opened in December 1872 with 178 children and by January 1873, 209 children had enrolled. Early in the year Rev. Sims died and Miss Maynard resigned. James Porter and Miss Emma Higgins were appointed to the vacancies thus made. Savannah, Ga.

After all of these efforts, misfortune overtook the provision for the colored school. The rectory burned in November 1873. This necessitated finding another building. The building now known as the West Broad Street School was empty and the board secured it to carry on the schooling of Negro children.

Negroes became thoroughly aroused as to their education and 1244 pupils enrolled. The number of teachers was doubled. The teachers now were James Porter, Miss Eliza Pollard, Mrs. Emma Simpson, Miss Laura F. Porter, Mr. Elias Yulee, Miss Emma Higgins, Mrs. Cornelia At——— and Miss Mary A. Ingliss. In this year the board organized county schools.

In 1874 the Beach school came under the control of the board, and both white and colored teachers were employed. Two new teachers were added to those teaching at the Beach, Mr. J. H. C. Butler and Miss Adella E. Cleveland.

In 1878 the board had to seek another building, apparently because the A. M. A. took back the control of the Beach school. The Fair Lawn property was secured. It was rented until 1882 when it was given to the board as trustees for the schooling of colored children. Mr. DeRenne gave the West Broad school—the old Scarborough home—to the board to be used forever as a school for the education of Negro children, with the provision that no religious services should ever be held in it. The Fair Lawn property was given by Mrs. DeRenne. Mr. DeRenne had planned to give it, but because a mistake was made in the spelling of his name by the superintendent at the time, he would not give it.

When the East Broad school was opened, both white and colored teachers were used. It appears that the teachers who had been at Beach, stayed with the public school. The teachers in the East Broad school were Miss F. F. Rowe, principal; Miss C. LaMotte, Miss Antoinette Inglis, and Miss Claudia Deveaux.

In 1878 eleven county schools were organized among them being Woodsville, Woodstock, Mt. Zion, Dittmersville and Monteith. Savannah Tribune

In the early 1900's, the Anderson Street School was organized with Mr. John McIntosh as principal. This school was later moved to the west side of the city into the building now known as the Maple Street School. 2-27-30.

Older Savannahians remember that Miss Lucy Laney, Mr. James C. Ross, Miss Rebecca Houston, Mrs. Marion Tolbert, S. Palmer Lloyd, in the East Broad and Mr. J. H. C. Butler, Mrs. Sarah J. Butler, Miss Alice B. Miller, Miss Rere Walton at the West Broad, were beloved teachers who played a part in the shaping of many of the present citizens for the usefulness they are now rendering to this community.

There is another side of education, perhaps it is the more important side. We have been thinking about the physical equipment mostly. This side of public education in Savannah for Negroes has reached its height in the Cuyler and Florance schools. The latter is one of the latest expressions in school building and equipment.

The instructional side has had about the same degree of development. In the early days though the qualifications for teachers were not as high as are now, the teachers in Savannah schools were as well prepared as were the teachers in any other city at that time. The teachers in that day served their generation with an unequaled loyalty and efficiency, and deserve to be kept in our memory. Savannah, Ga.

Now, as through all the years, the qualification for teachers in the county has kept up with that of other counties. Our teachers compare favorably with teachers elsewhere, in every particular. The Board of Public Education has at all times reacted favorably to educational trends, without ever taking on educational fads that are always present. This is true for many reasons. The board has never had more than enough money to do the necessary things, and it has for the most part been composed of sane thinking citizens.

The efficiency of the instruction given in our schools has been high, and for the most part it still is. Certainly, as far as the board and the department of supervision are concerned, it is as high as the means and qualified teachers at their disposal will permit.

This in brief is the history of the development of public school education for Negroes in the city of Savannah.

Education-1930

Common Schools, Condition of

Georgia.
6

Tells Of Public School Education

Its Past, Its Present and Its Needs

IN LOCAL SCHOOLS

Waldorf Forum Attracts Large Crowd

From the opening notes "Traumerei" played by Miss Willa Mae Ayers, to the conclusion of the Waldorf forum, "A Day with our Public Schools," the appreciative audience showed intense interest. The forum was held at the First African Baptist Church, Sunday afternoon, February 23rd.

Prof. R. W. Gadsden, addressing the audience on "The Development of Public Schools for Negroes in Savannah," traced this enterprise from its early beginnings to the present day. Among other things he said, "As early as 1868 the Board of Education passed resolutions to provide means of education for Negroes in this city. Coming so soon after the Civil War, this was unusual but characterized the fine spirit of helpfulness among the whites and Negroes in Savannah." Continuing he sketched the growth of the public school population from 170 in 1872 to around 7,000 in 1930. His speech showed that progress has been made all along the way.

2-27-30

Prof. J. W. Hubert, speaking on "The Present and Future Needs of Public Schools for Negroes in Savannah," paid a glowing tribute to Samuel Chapman Armstrong as an apostle of a type of education that fits men to meet the opportunities in their community. Quoting research material from the Rosenwald Foundation on Occupational training from studies made in Birmingham, Little Rock, Atlanta and St. Louis, Principal Hubert forcasted these improvements as a means of fitting Negroes for productive use in our community:

I. Industrial training paralleling academic training from the elementary grades through the high school.

II. A better system of cleaning, lighting and heating the schools for Negroes.

III. An elementary school in "Frog Town" and one in the extreme southern section of the city.

IV. A well equipped senior high school with industrial and academic courses to fit pupils for their occupational opportunities.

V. A system of evening school to improve those persons who are already employed as domestic and in other vocations.

The music under the direction of Supervisor Jennie B. Horne and Miss Alice Ellis, exhibited the fine type of training the pupils are receiving. The Harmonica Symphony was unusually interesting.

Thomas N. Roberts, president of the Waldorf Club, mentioned the pioneering of departed teachers and stressed the need of a new pioneering viewpoint on the part of those who are training our future citizens. P. H. Stone, chairman of the Civic Committee was in charge of the program.

Savannah Tribune

Savannah, Ga.

Carrollton, Ga., Times
Thursday, July 31, 1930

THE NEGROES NEED A SCHOOL HOUSE
LET US BUILD IT FOR THEM

It is greatly to be regretted that the effort to secure bonds with which to raise funds to build a school house for the negroes failed to secure the approval of our people two weeks ago.

The school house in use by them is a disgrace to Carrollton and our citizens should bow their heads in shame that they were so indifferent as to the comfort of those who are forced to use the house that they refused or neglected to go to the polls and vote the necessary bonds to build it. Especially should they be ashamed when they look at the three splendid brick school houses in our town for white children.

Another cause for shame lies in the fact that it was expected that one-fourth of the cost of this proposed building would have been secured from outside sources and would have been just that amount of money contributed to Carrollton. It seems to us that it was a good business venture to bring several thousands of dollars into the town.

But that is the least part of the transaction, the real reason is because of the great need for it. These people are citizens and are entitled to fair treatment, and while they do not pay any large amount of the taxes they do pay some and are tntitled to just treatment, and knowing the people of Carrollton as we do we know that if they realized the need of a school building, if the matter had been put before them in its proper light they would not have turned a cold shoulder to it as was done two weeks ago.

Twice before the Times has gone to the people for bonds to build school houses and after it had shown them the need of the building they have readily voted them and we are fully persuadd that they will do so again when convinced of the need.

It is a fact that so inadequate are the buildings, so limited the room that not all of them who are required by law to go to school can get in the rooms, even though more than one hundred have been confined in a single room at a time.

The people of Carrollton are humane and considerate and would not knowingly treat dumb animals as these negroes are being treated.

If the Mayor and Council will put this matter befor the voters of the city again and let them know the real situation we feel assured that the bonds would carry. Let the matter be considered and let us treat the negroes fairly.

Education—1930
Common Schools, Condition of.

General

NEW YORK HERALD

JUN 6 - 1930

New Schools Accompany Mills In Industry's March Into Dixie; Standards of Education Rising

South Utilizing Recent Prosperity to Give Its Children Better Training, Wipe Out Illiteracy; Race Problem and Scattered Population Double Costs

This is the ninth article of a series on the rise of industry now bringing wealth to the old Southeast.

By Allen Raymond

One feature of the Dixie landscape is even more conspicuous to a traveler in the seven Southeastern states today than the the rising factories. That is the enormous number of splendid new schoolhouses scattered through the cities and the rural areas.

As one learns from educators of the struggles in the South in the last fifty years to lift the educational level of the people—struggles not ended yet, by a long way—and from mill owners of difficulties they have met in years past because of the ignorance of rural farm families drawn into the towns to obtain a living, he comes to see the close connection between the new factories and the modern schools.

Industry is marching fast into Dixie. For the first time in the region's history the South is getting money enough to give its children advantages of schooling such as have been for many years the obtainable birthright of youngsters born into sections of the United States where wealth came earlier.

Average Standard Still Low

The standards of education—the average standards—are low in the South today. They always have been. But the educational progress of the region is a great deal faster than it is in other sections of the country. The masses of the South need schooling badly. The leaders know it. Fighting against disadvantages which the rest of the country does not share, the Southern leaders are making progress.

The birth rate of the Southern states is higher than that of others. For every thousand adult men in the South in 1923, according to Professor Edgar W. Knight, of the University of North Carolina, there were 1,279 children of school age, as against 789 in the North and about 600 in the West. The South has more children to educate than have other sections, and has never had as much money to educate them with.

"The estimated true value of all property for each child in the Southern states is approximately one-third that of the Northern states," says Professor Knight, "and about one-fourth that of the Western states."

He points out also the disadvantage of sparsity of population in the South, which makes the region's children harder to gather into schoolhouses. North Carolina, Tennessee and Virginia are the only Southern states where the white children are more than ten to the mile, taking the state as a whole, and not in any state are the Negro children as densely populated as ten to the mile. The density of school population in the Northern states is from three to ten times greater than that, and in the Western states the children are usually concentrated in the rich river valleys, the irrigated plains and mining cities.

School Systems Required

The social standards of the South require that two separate school systems be maintained—one for the Negro children and one for the white. With smaller means than elsewhere and greater disadvantages, the South is called upon to maintain two school systems instead of one.

Yet the South advances. From 1910 to 1926 the expenditure per capita of the United States, as a whole, on public education increased by 81 per cent. In the seven Southeastern states are several where expenditure per capita doubled or trebled.

Alabama increased her per capita educational expenditure from $11.85 to $20.90 in these sixteen years; Georgia from $9.72 to $17.35; Florida from $25.79 to $96.89; North Carolina from $14.48 to $37.47; South Carolina from $11.63 to $26.27; Tennessee from $14.33 to $27.61, and Virginia from $18.82 to $29.80.

Virginia increased her public school property 400 per cent between 1910 and 1923. North Carolina doubled the value of her public school property between 1918 and 1923. It can be said of all these states that they made more progress in public education in the last twenty years than they made in all the years prior to that since the Civil War.

The South is awakening to the value of education, and industry has played its part—a major part in awakening this area. When the Southern man found that he had to import New England textile operatives for foremen because his rural workers could not do simple problems in addition and subtraction he started to build schoolhouses. That condition does not hold in the South today in the textile industry.

Smaller Reading Public

But enough illiteracy and near-illiteracy is prevalent to show that the area has its educational tasks cut out for it on the grand scale. There are few enough libraries and the South needs more. So small is the demand few enough libraries and the South as to show that the region has no great reading public—not even of newspapers—as compared to the publics of other sections.

From inquiries by the United States Department of Education and investigators for schools and colleges a table has been drawn up which is in use in several Southern states by persons and institutions waging a splendid fight for educational progress. This is approximately the way these Southeastern states rank today among the forty-eight states of the Union:

In the percentage of native whites who can read and write Alabama is forty-second; Florida, thirty-fifth; Georgia, fortieth; South Carolina, forty-third; North Carolina, forty-sixth; Tennessee, forty-fifth, and Virginia, forty-first.

In the percentage of the population reading daily newspapers, Alabama is forty-second; Florida, twenty-second; Georgia, forty-first; North Carolina, forty-third; South Carolina, forty-sixth; Tennessee, twenty-sixth, and Virginia, thirty-ninth.

In the percentage of white inhabitants who read any of the nation's eleven literary magazines they range from Florida, which ranks seventeenth, through Virginia, in second place as thirty-ninth, to South Carolina, which is forty-seventh.

In the percentage of population which reads the popular national magazines, Florida excepted, they range from Virginia's rank of thirty-eighth to South Carolina's rank of forty-seventh.

Naturally, such an area lacks libraries. In the ratio of inhabitant to volumes in the public libraries, and in the percentage of population served by public libraries, all these seven states are lower than thirty-eighth.

State Aid for Education

In state aid to public education Virginia ranks seventeenth among the states of the nation; South Carolina twenty-fourth, Alabama twenty-sixth, Georgia twenty-seventh, Tennessee thirty-first, North Carolina forty-first and Florida forty-sixth.

In the rank of the public school system Alabama is forty-fifth, Florida fortieth, Georgia forty-sixth, North Carolina forty-first, South Carolina forty-seventh, Tennessee forty-second and Virginia thirty-eighth.

In the percentage of college students per inhabitant Alabama is forty-third Florida fortieth, Georgia forty-fourth, North Carolina thirty-seventh, South Carolina thirtieth, Tennessee forty-eighth and Virginia thirty-fourth.

All except Virginia are among the last eight states in the Union in the amount of money spent per pupil in the public schools, and all but Virginia and South Carolina are in the lowest eight in amount of salaries paid to white teachers.

Here in Dixie is illustrated that inevitable accompaniment of mass poverty with mass ignorance, and here also is illustrated the rise of education with the rise of economic competence. Those statistics showing low levels of Southern education will have to be revised drastically upward in the next ten to twenty years.

The region is building schoolhouses and adding many fine buildings to its colleges. It shared in the rush of students to the universities which the entire nation experienced after the World War, and the pathetic thing about the rush of Southerners to their universities was that an overwhelming proportion of them had to come North to find employment when they were educated. Good Southern brains, educated in Dixie, are going today into the building of the North. It will be less and less that way in the coming years, as industrial opportunities open up in the region of their family ties and traditions.

Modern School System Recent

The rise of a modern public educational system in the South dates only from about 1900. North Carolina was the pioneer, with its campaign of 1902. Virginia followed in 1903. Georgia and Tennessee began in 1904; South Carolina and Alabama in 1905; Florida in 1908.

The rural South has traveled far since then. In 1917 Alabama had only sixty-nine consolidated rural schools. In 1924 it had 455, and by 1929 it had reduced its one-room schoolhouses from 2,280 to 1,261. Only 10 per cent of Alabama's children remain today in the "little red schoolhouses," which non-sentimental educators agree today are pretty poor schools. The rest are either in modern urban schools or in the consolidated rural ones.

The influence of these consolidated schools is bound to have a great effect on the South in the coming years. The beginnings of libraries are to be found in many of them. Besides affording schooling for the children by day, they are used for numerous adult classes in the steady campaign against illiteracy. They are centers of community entertainment, and their auditorium facilities make it easier for the county agents to get in touch with the farmers and lift the level of agriculture.

Illiteracy still is the great bane of the region, but with the new schools and an awakened Southern conscience headway is being made toward ending it. In Alabama illiteracy among the native whites was reduced from 15.2 per cent to 6.4 per cent between 1900 and 1920, and among Negroes from 57.4 per cent to 31.3 per cent. In Florida the white and Negro declines in illiteracy in those ten years were 9 to 3.1 per cent for whites and 38 to 21 per cent for Negroes.

Georgia cut its white illiteracy from 12.2 per cent to 5.5 per cent and its Negro illiteracy from 52 to 20 per cent. The declines in North Carolina were 1[illegible].6 to 8.2 for whites and 46.7 to 24.5 for Negroes. The declines in South Carolina were 1[illegible].9 to 6.6 for whites and 52.8 to 29.3 for Negroes. Tennessee's illiteracy decline was from 14.5 per cent to 7.4 per cent for whites and 41.6 to 22.4 for Negroes.

Census Figures Awaited

The reports of the 1930 census on illiteracy are awaited in several cities where the writer visited with an interest seemingly almost as lively as these people awaited the population census. The women's clubs have been one powerful force in the war on ignorance of this type. The Rosenwald schools have been another.

A typical women's club program for the abolition of illiteracy in its community was that of the Mount Airey, N. C., Women's Club, which won a $100 prize offered by "The Asheville (N. C.) Citizen" for an outstanding accomplishment in civic betterment.

This small town club sponsored a night school for adult illiterates for four and a half months in 1929, with an enrollment of 125 pupils, of whom 60 per cent gave perfect attendance. At the end of the term sixty-two pupils received certificates showing they could read and write in rudimentary fashion, and seventy-one Bibles were presented as rewards of merit.

Education in the South is improving. There is some stiff opposition in several of the states to attempts at increased taxation for school purposes, but it reflects merely a general unwillingness to bear higher tax burdens for anything. A trifle overambitious program of city expansion in several localities has left its consequence of high city taxation, and several years must elapse before those swiftly expanding towns can stand any more public expenditure. There are other communities, however, where taxes are reasonably low, which still hang back from proper educational service because of inertia.

News Letter
9-10-30
Chapel Hill, N.C.
Vol. XVI, No. 21

PUBLIC EDUCATION IN THE UNITED STATES, 1927-28

The following table, based on Bulletin No. 5, 1930, U. S. Bureau of Education, and State School Facts Vol. VI, No. 23, shows how the states compare in six important items in public education. The states are ranked according to how they average in these six items.

News Letter

The composite rank of North Carolina is 40th. She ranks: 39th in percent enrolled in average daily attendance; 42nd in average length of school term; 40th in average salaries paid teachers, principals, and supervisors; 36th in percent total enrollment in high school; 38th in value of school property per pupil enrolled; and 40th in current expenditures per pupil enrolled in school. The United States averages are given at the bottom of the table.

9-10-30 Chapel Hill, N.C. Vol. XVI, No. 21

Department of Rural Social-Economics, University of North Carolina

Rank	State	Percent in Attendance	Average term in days	Av. annual salaries: teachers, supervisors, principals	Percent enrolled in high school	Value of school property per pupil enrolled	Current expense per pupil enrolled
1	Massachusetts	88.2	183.3	$1,823	19.9	$329	$ 94.96
2	New York	85.9	184.0	2,337	17.4	353	118.49
3	California	84.4	181.1	2,186	19.8	386	110.48
4	Michigan	91.6	186.7	1,543	15.5	351	102.37
5	Illinois	85.3	186.8	1,634	19.5	279	84.97
6	New Jersey	83.2	188.0	2,002	14.0	336	107.30
7	Nevada	85.1	167.3	1,504	23.9	290	113.48
8	Washington	80.7	180.0	1,538	23.1	229	82.82
9	Connecticut	84.0	181.2	1,715	14.6	277	87.52
9	Wisconsin	89.7	176.1	1,290	17.8	280	75.64
11	Oregon	87.7	174.3	1,348	22.6	213	87.73
12	Delaware	85.6	185.0	1,451	15.5	229	72.58
13	Rhode Island	86.2	182.0	1,382	14.3	256	84.11
14	Pennsylvania	84.9	181.5	1,538	13.9	269	75.74
15	New Hampshire	87.5	177.3	1,185	17.9	255	84.28
16	Indiana	92.3	174.0	1,430	20.1	147	89.25
17	Ohio	83.8	178.1	1,529	18.7	222	87.09
18	Montana	85.8	177.2	1,137	18.8	243	97.50
19	Colorado	78.3	178.0	1,450	18.5	250	95.79
20	Utah	87.1	164.1	1,299	20.5	201	67.03
21	Missouri	85.8	175.7	1,164	18.4	226	58.46
22	Maine	88.8	177.5	927	18.7	203	66.16
23	Nebraska	82.1	177.3	1,092	20.0	247	74.99
24	Minnesota	82.0	177.8	1,259	16.2	275	81.18
25	Maryland	83.3	187.1	1,418	13.4	191	66.75
26	Kansas	83.9	166.4	1,166	20.4	203	89.99
27	Wyoming	73.2	171.6	1,151	20.0	294	105.85
28	Iowa	83.8	173.0	1,076	19.9	214	84.81
29	Idaho	79.2	177.9	1,160	19.7	185	77.27
30	South Dakota	82.6	174.0	1,105	17.0	231	83.47
31	Vermont	86.9	170.6	988	17.1	162	70.68
32	Arizona	77.0	168.5	1,587	13.5	191	88.97
33	North Dakota	79.6	168.0	837	15.5	222	82.01
34	Texas	83.2	152.9	842	17.5	145	43.40
34	West Virginia	82.8	165.6	1,122	11.0	164	56.23
36	New Mexico	69.5	180.0	1,037	10.4	110	57.08
37	Florida	76.2	154.1	906	11.3	208	64.89
38	Louisiana	78.1	153.3	980	11.5	142	42.18
39	Virginia	79.1	165.0	822	10.2	112	35.07
40	North Carolina	75.5	149.4	837	12.1	119	35.20
41	Oklahoma	67.1	149.0	968	13.8	119	40.36
42	Kentucky	73.5	164.4	851	9.5	89	32.19
43	South Carolina	73.1	146.0	769	11.3	83	29.74
44	Georgia	75.9	148.0	647	10.2	69	23.07
45	Tennessee	70.5	164.0	835	9.7	46	27.74
46	Alabama	73.3	147.9	747	8.6	73	25.29
47	Arkansas	72.8	145.5	680	8.1	66	25.02
48	Mississippi	70.6	138.9	545	8.3	66	26.15
	United States	81.8	171.5	1,364	15.5	218	71.89

Indiana

Education - 1930

Common Schools, Condition of

Ask School Jim Crow System

Defender

9-20-30

ELKHART, Ind., Sept. 19.—Rev. R. L. Lowe, pastor of the St. James A. M. E. church, two weeks ago was fighting segregation in public schools. Now Rev. Lowe has turned right-about-face and not only accepted the limited segregation imposed by the board of education in Elkhart, but also asked that segregation be extended to the entire city.

Chi. D.

The city built the new Hawthorn $100,000 grade school after the South side school on Cleveland Ave. was condemned. Then, even when the school board had heard the objections from our citizens and was presented a petition bearing 200 names, an order was issued restricting our children in a certain prescribed district to the condemned South side school.

Rev. Lowe, who had before so ardently led the fight against segregation gave out the following statement for publication: "Although we have been opposed to a separate school for Colored children, believing that white and Colored children should be mixed in the schools, we are now willing to accept segregation if a consistent policy is carried out. We are now demanding that the entire faculty of the South Side school should be Colored, from the principal on down, and we ask that the segregation policy be effected for the city as a whole so that all Colored pupils who are in the first to the sixth grades inclusive, will attend the South side school. As there are some 15 to 25 Colored families who reside in districts other than the South side school district, we ask that they be furnished proper transportation facilities to and from the school."

But when the school was opened for the year only 17 of our students enrolled out of ninety listed in the district. The school board has promised an early hearing on our citizens' protest. And a large mass meeting was held by the N. A. A. C. P.

Education - 1930

Common Schools, Condition of.

Maryland

3,755 Enroled As Students in American Local Schools

10-4-30

Roosevelt Leads With Total of 2,117; 78 Negro Teachers

Gary, Indiana

Enrollment of Negro students this fall in the three schools on the south side total 3,755, it was revealed here this week. There are also 78 Negro teachers, two principals, and 10 others in responsible positions.

The enrollment by schools:

Froebel	721
East Pulaski	911
Roosevelt	1,837
Roosevelt High	280

Those enrolled at Froebel are approximately 25 per cent of the entire student body. One teacher, Mrs. Graham, is employed in the teaching of the opportunity class for backward students.

East Pulaski has 25 teachers employed and a principal, H. Theo. Tatum. In addition, one clerk, a nurse, and a visiting teacher also put in full time work.

Roosevelt Partly Finished

Four rooms of the new and much fought over Roosevelt high school are in use and the gymnasium will be completed in time for basketball, according to Principal McFarlane. He stated that no other part of the building will be used until next fall.

There are 51 teachers in the Roosevelt schoool. One nurse, a visiting teacher, a head clerk, a register clerk and two student clerks working half time are on the school's roster of employes. The register clerk, Miss Evelyn Baptiste, is, incidentally, the first graduate of Roosevelt senior high school.

Students Employed

Nine of the boys studying here are working as part time janitors at a salary of $25 per month. Three others work on Saturdays only at $12.60 monthly. Two girls are employed as night school clerks and earn $1.50 nightly. Most remunerative of all student positions is that of clerk, in which two girls draw monthly salaries of $32.50. each.

Roosevelt night school has enroled 170 and meets three times weekly. There are 20 teachers employed.

Education - 1930

Common Schools, Condition of.

Mississippi.

POST
VICKSBURG, MISS.

MAY 30 1930

A CREDITABLE AFFAIR.

THE COLORED people of Vicksburg are very proud of their fine school in Magnolia avenue. Last evening the auditorium was packed by parents and friends of the institution to see 29 young men and women graduate.

Prof. J. G. H. Bowman, principal of the school, is doing a great work. He has an able corps of teachers, and the commencement programs which are put on annually, bespeak the accomplishments.

The musical instruction is high class, and the work of the orchestra and the songs rendered last night would have done credit to any school.

The P.-T.A. of Magnolia school is doing a splendid work, and yearly is offering $100 to permit the student with the highest grades during a four-year period to continue advanced school work.

This $100 was presented last evening to Alice Louise Brown, a bright and ambitious girl, from Rocky Springs, in Claiborne county.

This young woman, at considerable inconvenience and expense, has been attending the local school, paying the small tuition required for out-of-town students.

A number of the graduates are preparing to enter college the coming fall.

A number of the white friends of the school were present for the exercises last evening, and enjoyed the program hugely.

The school building is kept in spotless condition. However, there is one thing lacking at the school, a lack noted at all the schools in Vicksburg—ample playgrounds. It is to be hoped this need will be filled in the future.

The Post hopes the graduates at Magnolia will all succeed in life. They have shown ambitions and steadfastness in pursuing their studies thus far. More battles and difficulties will await them. Those who settle in Vicksburg may be expected to become good and useful citizens.

Education-1930
Common Schools, Condition of.

Missouri.

ASK MEMBERS OF THE SCHOOL BOARD

We understand that some of the members of the school board have appeared before Negro groups speaking in the interest of the Eighty-five Cent school tax, and, of course, they are loud in telling what the school board is going to do for the colored children of the city and saying that the interest of the child is paramount in their thoughts and actions. We wonder why in the name of peace and plenty doesn't someone in an unoffense way just politely ask this school official why is it that the school board has not appointed an attendance officer since a vacancy occurred in that department almost a year ago?

There is a crying need for more attendance officers among the ever increasing colored children of school age. We wonder if there is one member of the board who thinks for one moment that, under present conditions, the Negro child is being treated fairly? Think it over.

Argus 3-14-30
St. Louis, Mo.

NEGRO SCHOOL SUPERVISOR

The Negro schools of Kansas City, Missouri would be more effective in inspiring Negro children if they had a supervisor of their own. Standardized education that tells all about George Washington and Ethan Allen, and nothing about Booker T. Washington and Toussaint L'Overture falls short of meeting our children's needs. So long as our community insists upon a circumscribed life for its black citizens, it should at least prepare them for it by fortifying their souls so they can be equal to its requirements.

A Negro supervisor of our schools would know as part of his birthright, the unexpressed fears and longings of his people. Few whites escape the belief that they "know all about Negroes." Because they played with us as children, and have employed a few in later years, they assume they understand us. They do not know that the real life of every Negro is in the tomorrow, because our today is such a frightful injustice. Only one who is himself a Negro, can look beneath our smiles and songs and see the tears.

It will take a Negro supervisor to weed out the "pay check" performers in the school system. If ever there was a group of children who ought to lie close to the heart of their teachers they are ours. Our love and interest must do for them what the public's good will does for other children. Their courage must be built up so that that will dare to scale heights in the face of opposition. Their morality must be carried down to foundations in character which are unshakeable. No mere teaching according to standards good enough for white children, can adequately prepare Negro children.

Call 4/25/30
Kansas City, Mo.

Education - 1930

Common Schools, Condition of.

New York.

Age 1-24-30 New York, N.Y.

PUBLIC SCHOOL SYSTEM.

The recent election of George J. Ryan as President of the Board of Education is an assurance that the present broad and liberal policy that characterizes the conduct of New York's public schools will be continued. The Board consists of seven members appointed by the Mayor for terms of seven years. Two of the members must be residents of Manhattan, two of Brooklyn and one from each of the other boroughs. There is no salary attached to the position, although the board possesses wide powers in the expenditure of funds for school purposes and the appointment and dismissal of teachers.

Previous to the reduction of the membership of the board to seven and the restriction as to residence, there was an effort made to secure racial representation among its membership. This was met by the appointment of Dr. E. P. Roberts as a member of the larger board and he served acceptably for several years. In the days before Brooklyn became a part of Greater New York and had its separate school board, both Republican and Democratic Mayors appointed a member of the race to this body. The first of these to occupy a seat was Dr. Philip A. White, who served during the early eighties. He was followed by T. McCants Stewart and Samuel R. Scottron.

In addition to the Board of Education, the jurisdiction of which covers the whole city, there are local school boards consisting of five members appointed by each Borough President. These local boards have the immediate oversight of the schools in their districts and exercise a limited supervision over local school matter. In several of these local boards there are racial representatives, who have an opportunity to get an idea of what is needed to improve educational matters. The chief executive officer of the whole system is the Superintendent of Schools, who has a seat in the Board, but no vote. That is the post now so ably filled by Dr. William J. O'Shea.

Another happening of importance in the school system was the reelection of Miss Anna E. Lawson, principal of Public School No. 119, as a teacher member of the Retirement Board, by an overwhelming majority of the teachers' votes cast. This is a deserved tribute to Miss Lawson's work as a member of this board, which plays so important a part in the latter part of career of each teacher. It was the part of wisdom for the teachers to keep Miss Lawson as one of their representatives. The opposition to her return, while falling short of votes, was denounced by some of those interested as resorting to unfair tactics in the course of the campaign, which seems to prove that sharp political tricks are not unknown to the instructors of youth.

Nevertheless, the schools appear to be in a healthy condition, owing to the broad and progressive policies initiated and continued 1, the higher authorities.

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penses. All this knowledge goes to form the equipment of the well-equipped real estate man, in addition to other technical requirements that experience alone can give. It is well that we should have a representative so well equipped in these particulars as the newly elected member of the Real Estate Board of New York.

New Rochelle Hits Segregated School

Amsterdam News

9-17-30

N.A.A.C.P. Sees Jim-Crow in Boundary Lines Set by Board

New York, N.Y.

The New Rochelle branch of the National Association for the Advancement of Colored People is up in arms against the laying out of boundary lines in New Rochelle in a manner which includes all Negro pupils in one school district.

A letter protesting the lines drawn by the School Board has been addressed to the school authorities, to Mayor Otto of New Rochelle, to the City Council and to Governor Roosevelt.

The protest contends that only Negroes are included in the Lincoln School district, and only whites in the Webster School district. The line separating the two districts has been run across the street in front of the Lincoln School in order to force white people in the district to go to Webster School.

Commenting upon the board's action, the N. A. A. C. P. says, in part:

"It is our belief that this is a long step in the direction of Jim Crow schools in New Rochelle. Jim Crow schools, wherever found, do not get the consideration that white schools do. Less money is spent on them. They are not so well kept up; and the least efficient teachers are assigned to these schools. Naturally, every thinking parent wants to give his child the best in educational opportunity, and we fear that these steps that are now being taken by the School Board confirm in acts the many rumors that have been afloat in New Rochelle for some time.

"We feel, therefore, that these lines should be redrawn with an eye to the convenience in reaching the schools. Then more homes occupied by colored people will be included in the Webster district and more homes occupied by white people will be included in the Lincoln district."

The letter is signed by Leon Scott, George Ralston and Dr. 1 crcy Richardson.

Education-1930

Common Schools, Condition of

North Carolina

Albemarle, N. C. Press
Friday, April 11, 1930

Average Negro Youth in Stanly Goes To School 164 Days Each Year; Whites Have Average of 153 Days Per Year

T. H. Smith Expresses Appreciation of Colored People for Splendid Opportunities Afforded.

By T. H. SMITH.

(Principal of Norwood Negro School)

In this life men have their causes for regrets as well as pride. But viewing the progress of Negro education in Stanly county as it is, we are indeed proud so to speak that we were reared within its borders and to be a part of its thrifty population.

In this article we are only going to speak of the things which have come about within the last two or three years. Stanly County stands out in a class by itself along the line of education offered the Negro. That is, it ranks above the majority of the counties in contribution toward the betterment of the Negro.

To some, it might seem ridicuous to tell that the average Negro child in Stanly County goes to school 164 days per year as compared with the white child who goes only 153 days per year. This, however, is due to the fact that there are a large number of six months schools for the whites. There is a smaller number of schools for Negroes in Stanly county than perhaps will be found elsewhere in the state, yet those which exist are sufficient to adequately take care of the Negro youth. Most of these are consolidated schools. If you were to visit the schools of Stanly county this year, you wuold find only two Negro schools of the one teacher type. Visit perhaps a year from that day and you will no doubt find that this type of school has ascended as the morning dew and is no more.

Pickaninnies

A group that is destined to be "leading citizens of Kingville," maybe.

Stanly stands out preeminently in investment per capita for Negro school buildings, having Negro school property valued at $156,000.00 or $170 per capita.

Out of one hundred counties Stanly stands twelth with reference to the length of the average school term for its rural schools.

Seventy-seven per cent of the rural Negro boys and girls attended an eight months school last year or to be more exact 762 out of 990 Negro children attended this type of school.

At present there is not a standard high school in Stanly county for Negroes. However, we have two which promise to be worthy of this recognition within the next year.

This grand old county was in the early ranks of those to furnish bus transportation of equal caliber to members of both ranks. To better illustrate to you the generous, equal and impartial distribution of the publics finance between the two races, as far as it goes, come go with me on a quick visit to the Negro school at Kingsville. There you will find some of the races' best product administering that one great panacea for ignorance, namely Education. As we leave we notice Prof. J. M. Williams keeping a watchful eye over Negro children getting into a school bus operated for children of color. And this bus I must add is the very same type as you may see at various intervals transportating white children to and from their schools. Remember Stanly county's slogan is "Secure the very best teacher available for both races."

While we are still visiting let us not fail to see that beautiful plant at Badin under the supervission of Prof. J. D. Bean. Next we visit Norwood where it has been said there has been a phenomenal growth. It has developed from a country school with home made desks and as window shadeless as the Sahara Desert to a school with patent desks and nice shades. Three years ago there was an enrollment of 142 pupils, an average daily attendance of 101, four teachers, six months term, and eight grades.

The school was without a science laboratory, buses, piano, sanitary drinking fountain, library or even supervised athletics. Today you are able to find an enrollment of 290, an average daily attendance of 210, six teachers and a record already set which warrants seven teachers for next session. Also, the school is operated for nine months in the year, a science laboratory has been added, a nice piano, sanitary drinking fountains, two buses, a library containing about five hundred volumes and two basketball teams (boys and girls) which have proved terrors throughout the state this past season.

In Stanly we have a Stanly County Negro Teachers Association which goes about in its own way doing good for those decrepid along educational lines. It meets once each month at various points with a hundred per cent attendance.

Three years ago it was organized by Prof. J. D. Bean. In its meetings topics are discussed, problems solved and ways and means of interesting the youth into ascertaining a thorough training are formulated.

On April 5, this association held its annual County-wide Commencement, where competitions were held and prizes awarded which had been appropiated by the association.

From this brief résumé of some of the good conditions and opportunities offorded the Negroes of Stanly county I am sure that each member of both races is proud of this splendid record. It tends to show that the white people of Stanly county have early realized that man's character is judged greatly by his companionship. They were much earlier than some in realizing that the well trained Negro gives very little trouble. Better trained Negro youth means better citizenship, less crime, a small amount of strife and a better working society.

This is remarkable. The heights may not be so high but there is an old saying which goes, "Judge not a man by the height he has attained but rather by the depth from which he has come."

May all mankind chime in on the notes of paise to Stanly county not for doing its duty only, but for doing it so willingly. Also we are proud of the splendid opportunity afforded the Negro. Long may we sing Stanly county, the county of the just and the home of Christian gentlemen.

NEW BERN, N. C.
NEW BERNIAN

APR 22 1930

THE STATE'S NEGRO SCHOOLS

North Carolina's total investment in negro public schools at this time is $10,902,644, says the commission on inter-racial cooperation, and that amount is greater than the 1915 value of all of the state's public school property, both white and colored. The facts were obtained from the state department of public education.

Of the total given, $9,796,599 is invested in sites and buildings, and $1,106,086 in equipment. There are 2,147 negro schoolhouses in the state, with 6,126 classrooms. The average value per school is $4,511, and the investment per negro pupil averages $41.91. There are 312,412 negro children of school age in the state, according to the last report, and 83.9 per cent were in the public schools, with an average term of 138 days.

A like progress has been made, of course, in the white schools of the state. And the progress is most satisfactory.

TIMES
Taylorsville
N.C.

APR 17 1930

NEGRO EDUCATION IN ALEXANDER COUNTY

Improvement In Attendance And Type of Teachers

Alexander county has a very small negro population that is scattered in the different townships so as to make it almost impossible for consolidation of the negro schools. The board of Education discontinued two negro schools the past school year 1929-30. These children in the schools discontinued—Moser and Liberty Grove are being transported to the Happy Plains elementary school Taylorsville, and the Third Creek Rosenwald School in Miller's township. The negroes in Alexander County seem to be appreciative of the attitude of the Board of Education relative to their schools. They have shown this in many ways. The attendance of negro schools this year has improved greatly over the preceeding year, that is out of a total enrolment in all schools of 305, shows an average daily attendance of 250.

The Board of Education this year permitted, in view of the small unmber of negro teachers absolutely necessary in the negro teaching force, hired teachers with an average of a year and one-half in college training. This is almost a half a year greater than the white teachers for the same year. It would be interesting to know that the total value of all negro property returned for taxation in Alexander County has a grand total of $94,592.00. On this proprety the negroes paid into the county treasure a total of $713.98, which would enable them, without aid from white taxes to run their schools for more than one month. This statement is given in view of showing the negro population of our county that the whites in their attitude toward negro education has been of a serious, kind and thoughtful interest for their progress.

What the negro schools need in Alexander County is a junior high school, located at Taylorsville, and giving vocational subjects of Home Economics and Agricultural natures. The Rosenwald fund will finance over one-half of the cost of operating and equipping such a school. This year the Happy Plains school received a 155 volume library and a set of maps in view of the requirements for beginning a higher school than the 7th grade elementary sype. One way to raise the negro race so that he might not be dependant on the whites for his support, is to give him an education that will make him economically competitive.

Concord, N. C. Tribune
Tuesday, August 5, 1930

BEST TRAINED NEGRO TEACHERS IN WINSTON

Higher Average Being Maintained In All Parts Of The State.

Raleigh, Aug. 5.—The best trained negro teachers of the State are employed in the Winston-Salem city system, according to State School facts, publication of the Department of Public Instruction, in its current number. The 157 teachers in this system have an average of 3.5 years of college preparation.

The average training of all colored teachers of the State is one and one-fourth years in college. Rural colored teachers, says School Facts, have an average training of about three-fourths of a college year, whereas the colored teachers employed in city and charter systems have an average of over two and a half years in college.

The best trained rural negro teachers are in Dare county, the average training of the only three colored teachers employed in that county being three years in college. New Hanover county with 22 teachers employed has the next best trained negro teachers, the average being nearly three years in college.

The training of rural negro teachers varies from county to county—from an average of two years in Madison, Yancey, Clay and Watauga to three years in Dare. The best trained negro rural teachers are employed in the following counties: Dare, New Hanover, Transylvania, Currituck, Johnston, Guilford, Avery, Swain and Brunswick.

The amount of improvement in the scholarship of colored teachers within the past five years also varies among the several counties and cities. Avery county, for example, with only three teachers employed, made the most progress from 1924-25 to 1929-30. Cherokee and Swain with two colored teachers each improved their average training three years within the five-year period.

Education - 1930

Common Schools, Condition of.

North Carolina

Concord, N. C. Times
Monday, March 17, 1930

GIVING NEGRO CHILDREN LONGER TERMS.

From State School Facts we learn that the average term in all public elementary and high schools for colored children is now, 1928-29, approximately seven months. In 1900-01, twenty-eight years ago, this term was 79 days, in 1910-11 96 days, and in 1920-21 130 days. It is thus seen that approximately three months has been added, a few days at a time, to the average length of term of all colored schools.

The average term in the rural schools is 127.6 days, slightly above the constitutional minimum of 120 days; whereas city schools for colored children operated on an average 174 days, or more than two months longer than rural schools.

In 1900-01 negro rural schools were in session for approximately three and one-half months, while during the same year city schools for the negro race were operated eight months. In other words, the average term for rural schools has increased nearly three months, and the city schools less than a month.

At present, 1928-29, there are 260,135 colored children enrolled in the public elementary and high schools. Of this number, 90,503 attended schools operating eight months or longer, and 169,632 attended schools operating less than eight months. In other words, 35 per cent. of the colored children went to schools operating eight months or more during the year, and 65 per cent. attended schools having terms of less than eight months.

Of the total 90,503 children attending long term schools, 62,561 or 69 per cent. are in city systems, and 27,942 or 31 per cent. in rural schools. On the other hand, 165,616, or nearly 98 per cent., of the 169,632 children enrolled in the short term schools are in rural systems.

The figures also show that the number of children attending long term schools tends to increase from year to year, and vice versa that there is a decrease in the number of pupils enrolled in schools operating less than eight months. In other words, in 1922-23 the total enrollment in schools having terms of eight months or more represented 24 per cent. of the total; whereas today it represents 35 per cent. of the total.

All except 4,016 of the 66,577 city pupils have the advantage of schools operating eight months or longer, whereas only 14.4 per cent. of the rural children has similar opportunities.

Albemarle, N. C. Press
Friday, March 7, 1930

Improvement Noted In Negro Education Throughout State

Thirty-five Percent of Colored Children Want Long Term Schools in 1928-29.

There were 90.503 negro children attending schools operating eight months or longer, and 169,632 attending schools operating less than eight months during the year 1928-29, according to the current issue of State School Facts. "In other words," says that publication, "35 percent of the colored children went to schools operating eight months or more during the year, and 65 per cent attended schools having terms of less than eight months."

"Of the total 90,503 children which attended long term schools," continues the departmental paper, "62,561 or 69 per cent are in city systems, and 27,942 or 31 per cent in rural schools. On the other hand, 165,616, or nearly 98 per cent, of the 169,632 children enrolled in short term schools are in rural systems."

School Facts devotes this entire issue to the enrollment in colored public schools divided according to those attending schools operating eight months or more and those attending less than eight months. Tables are presented showing this distribution of Negro enrollment for the State and the several administrative subdivisions.

A chart is presented showing the total State enrollment of 260.135 divided into four parts based on the length of school term. According to this chart, 60.8 per cent of the total Negro enrollment is in school operating six months, 4.5 per cent in schools operating seven months 12.7 per cent in schools operating eight months, and 22.0 per cent in schools operating nine months.

"It thus seems" point out School Facts in summing up the situation "that in rural schools the majority of the elementary pupils attended schools having the shortest terms whereas in city schools the majority attended schools having the longest terms."

Lexington, N. C. Dispatch
Monday, March 10, 1930

Improvement Noted In Negro Education Throughout State

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Concord, N. C. Tribune
Wednesday, April 2, 1930

VALUE OF NEGRO SCHOOL PLANTS.

The average value of each of the 2,147 schoolhouses used by the colored children of the State is $4,511, the average investment in each of the 6,126 classrooms contained in these buildings is $1,780, and the average per pupil investment is $41.91, according to the current issue of State School Facts, published by the State Department of Public Instruction.

The total investment in public school property used by colored children is $10,902,644, which amount represents $9,796,559 invested in sites and buildings and $1,106,086 in equipment. This total, School Facts points out, is more than the value of all public school property used by both white and colored children in 1914-15, and is in striking contrast to the total investment of only $470,806 in 1904-05.

Nearly 57 per cent., or $6,183,805, of the total value is used by the 66,577 pupils in city or charter schools and the remaining $4,718,840 by the 193,558 rural children. In other words, the departmental publication continues, 74 per cent. of the colored enrollment use 43 per cent. of the school property when measured in terms of appraised value.

More than one-half of the value of city property and nearly one-third of all colored property, both rural and city, is located in the eight largest city school systems of the State—Greensboro, Asheville, Durham, Raleigh, Winston-Salem, High Point, Charlotte and Wilmington. This investment in these cities amounts to $3,562,195 and represents 45 buildings with an average value of $79,160.

Education — 1930

Oklahoma

Common Schools, Condition of.

OKLAHOMA TO TEST SEPARATE SCHOOL LAW

Argus 11-7-30 St. Louis, Mo

State Law Unconstitutional Muskogee County Citizens Tell Federal Judges

Black Dispatch News Service.

OKLAHOMA CITY, Okla.—Openly challenging the constitutionality of Oklahoma's separte school laws in the federal court and asking relief under the guarantees of the fourteenth amendment, Negro patrons of school district No. 7, Muskogee county, through their counsel, J. J. Bruce, O. Ben Jefferson and J. Bernard Smith, argued their cases Friday before Federal Judges John H. Cottrell, Edgar S. Vaught and Robert L. Williams.

Oust Negro Trustees

Trouble broke in Muskogee county recently when Clarence Hunnicutt, white county superintendent, arbitrarily changed district school No. 7, from its status as a district school and made it a seperate school. Since statehood this has operated as a district school, with colored trustees who selected the teachers and administered all expenditures within the school district.

Gave Whites the Advantage

Hunnicutt's action, which he was authorized to do under section 10569 of the Oklahoma statutes, operated to do several things, according to the petition of the outsted Negro trustees; it cut down the teaching force, depriving Negroes of a legal right to hold office to which they were properly and legally elected and authorized the expenditure of $28.16 per capita for Negro children and $82.15 per capita for white children, converted teachers' contracts into scraps of paper and forced the incumbents to accept reduced salaries.

What Law Says

The law which the trustees of district No. 7, Muskogee county, ask the federal court to declare unconstitutional reads as follows:

10569 SEPARATE SCHOOL LAW — DEFINITION: The county separate school in each district is hereby declared to be that school is said district of the race having the fewest number of children in said school district; provided that the county superintendent of public instruction of each county shall have the authority to designate what school or schools in each school district shall be the separate school, and which class of children, either white or colored, shall have the privilege of attending such separate school or schools in said school district. Members of the district school board shall be of the same race as the children who are entitled to attend the school of the district not the separate school."

Used Too Much Money

Hunnicutt, on the stand Friday, was very arrogant when examined by Attorney Bruce, leading counsel for the plaintiffs. He alleged that his reason for making the change was caused by the extravagant use of the district school funds by the colored trustees. According to Hunnicutt, the Negro board used too much money for salaries and employed a domestic science teacher which he declared unnecessary in a graded school.

Score Card Tells Truth

The official somewhat wilted when shown a schedule or score card for a model school, which prescribed domestic science for graded schools. He

said that his predecessor had worked out such a program but he did not believe it.

White Teacher's Salary Same

Hunnicutt admitted that the teacher's salaries had been miserably reduced; the Negro teachers' salaries from $110 to $75 per month, while he maintained the white teacher in the same school district at $110. The superintendent seemed somewhat confused when Judge Williams said: "You say this colored board spent too much money for salaries. They did not spend any more for colored than you did for white."

Changes Testimony

The sinking fund of more than $8,000 was also transferred by Hunnicutt from the control of the Negroes to the white board, according to the arguments made by the plaintiffs' attorneys. Hunnicutt agreed, while on the stand, that the sinking fund had been transferred until Judge Williams took issue with him, when he then said that it had not been.

Law May Be Unconstitutional

Judge Williams went far enough to say, during the examination of Hunnicutt that he believed the school law unconstitutional if it could be shown that the law permitted certain citizens within a district to vote on school questions, such as levying taxes, etc., while other citizens taxed were not permitted to vote on the same question.

Decision Comes Later

The case was taken under advisement by the court, a decision to be rendered sometime later. Attorneys for the plaintiffs allege that the separate schools laws are "discriminatory in their effect and operation deprive the Negro citizens and Negro school children of their rights, privileges and immunities under the constitution and work an unjust discrimination on account of race or color and deprive the plaintiffs and the Negro children of property and rights without due process of law, contrary to the provision of the 14th amendments of the constitution."

Education-1930
Common Schools, Condition of.

South Carolina

RECORD
COLUMBIA, S. C.

DEC 26 1929

Who Pays The Taxes?

The eagle does not scream so loudly as he formerly did, or at least the demagogue does not yell so loudly about the people being oppressed with taxation. Here and there the yell is heard now and then, and taxes are high enough. But one is led to ask who pays the taxes as he scans the statistics given in the school directory recently issued. Therein it is shown that the cost for each child in the schools of the State is $60.06 for whites and $7.89 for each colored child. Let each man who send his children to the public schools consider this when he complains about his taxes. This is for schooling alone.

Then consider the other costs of government, courts, peace officers, hospitals, asylumns, reformatories, and the hundred and one things requiring governmental expenditure.

Is there any other thing for which a citizen gets as much for his dollar spent as for the taxes he pays?

Incidentally it is said of one county at least in this State that 75 per cent of the taxes paid in that county are paid by a railroad company, a cotton mill company and a power company. The people pay the other 25 per cent, and that in one township of that county the power company pays 85 per cent of the taxes, the railroad company 14 per cent and the people 1 per cent.

NEGRO EDUCATION IN SOUTH CAROLINA

(Herald and Commonwealth.)

Independent
1-16-30
Atlanta, Ga.

The Columbia, (S. C.) Record, in a recent editorial caustically criticises the distribution of the public school fund of that State, amounting to $16,564,236.26.

Negro schools received of that amount $1,718,854.29.

The Record calls attention to the fact that the amount given to Negro schools was practically one-tenth of the entire fund while the Negro population of the State is practically one-half of the total population.

Also there are 8,775 teachers for white schools while there are only 4,496 teachers for colored schools, bearing in mind always that the white and colored population is practically equal.

Also there were 28 white pupils to the white teacher and 48 colored pupils to the colored teacher. More than a million dollars was spent for the transportation of white children to school, while $503.55 was spent for the transportation of colored children; $16,816.87 was spent for libraries for white schools, while $918.60 was spent for colored school libraries.

All of which goes to show the quality of justice measured to the Negro in the South.

In not a single Southern State, not even Maryland, is the school fund distributed justly and fairly to Negro schools.

In some of the States there is a nearer approach to fairness than in South Carolina, Mississippi, Georgia and the other disfranchising States, but in none is there even an apparent effort to be just and fair.

The Negro being without voice or representation in the State governments, not even on the school boards, the pittance that is grudgingly thrown to him is regarded by the givers as a liberal and generous donation, given out of the bountifulness of the hearts of the donors to those who have not earned or merited it.

The Record, one of the fairest spoken journals of the South on the Negro question, itself falls into the white man's usual error in discussing matters pertaining to the Negro when it says:

"Possibly the Negroes get back a larger proportion, or possibly as much as they pay in taxes, considering the power companies, the railroads, the manufactories and banks, the most highly taxed properties, belong to the whites."

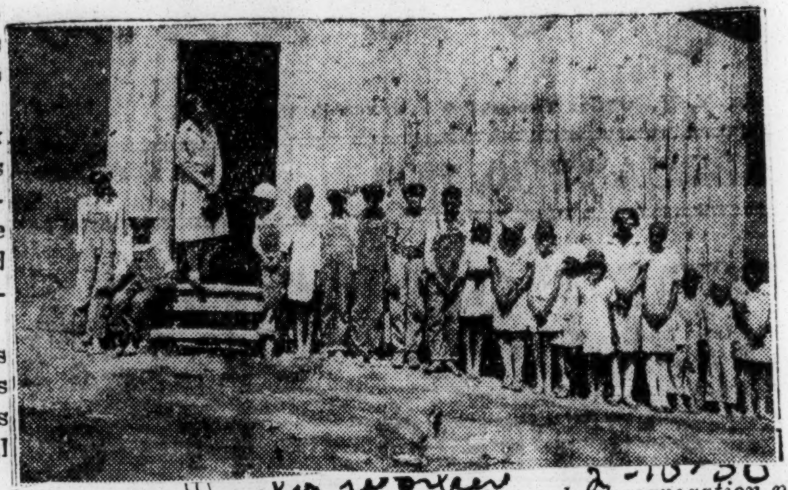
The Negro by no means gets back as much as he pays in taxes and the knowledge that he does not is becoming more general every year among Negroes.

It is true that the Negro does not own the railroads, the manufactories and banks, and perhaps not the real estate that requires him to go to the tax office and pay the taxes in his own name. But he pays the taxes through every article of clothing, of food, of building material, in fact every article that he buys that was hauled by the railroad; he pays the taxes paid by the manufactories through every manufactured article he buys and the bank taxes through the millions of dollars he deposits throughout the year in the banks and as a renter he pays the taxes on the farm or the city house that he rents, and his due share of the power companies' taxes through the current he buys.

The Negro has reached the milestone in his history where he asks only for equal justice and equal opportunity.

He is entitled to what he earns by his labor and is entitled to have his children educated out of the public fund which his taxes help to create, share and share alike with white children.

A Southern Jim-Crow School



Daily Worker 2-10-30
New York, N.Y.

Photo showing the South Carolina school segregation policy. The fight against these schools and the white capitalist policy that is responsible for them will be on the tasks of the International Negro Workers Conference.

Columbia, S. C., State
Thursday, December [illegible], 1930

Colored Education

One of State's Outstanding Achievements is Progress Made in Recent Years in Education.

BY C. A. JOHNSON,
Supervising Principal Colored Schools, Columbia.

The progress in Negro education in South Carolina during recent years is regarded by those interested in the movement as one of the state's outstanding achievement. Conditions are far from ideal—far from what the people of the state would have them, but there has been gradual and substantial progress.

State Superintendent of Education J. E. Swearingen, in his report, 1911, made the following statement:

"We have expended this year $349,834.60 in support of Negro schools. I never visit one of these schools without feeling that we are wasting a large part of this money and are neglecting a great opportunity. Can we afford longer to allow this large element in our population to follow their present practices and to remain in their present condition?"

In the Early Days.

At that time, very often the Negro school was taught in an old rented building and not infrequently—in a church. Practically every Negro school was overcrowded—a great many of them dreadfully so. Most Negro teachers had charge of from 75 to 100 children. The houses were generally in a very deplorable condition. Few schools had terms longer than three months, but most of the waste referred to bye the state superintendent was due to the employment of inefficient teachers. These untrained teachers were turned loose without any suggestions or directions.

Seven years later, Superintendent Swearingen said: "Many of our cities and towns support efficient, well-organized schools. Our problem is, therefore, almost entirely rural."

A new office—state agent for Negro schools—was created in 1917. This was made possible through a contribution from the general education board. This representative gave his full time to the study of the development of Negro rural schools—the work was done under the direction and supervision of the state superintendent of education.

The work in the beginning was experimental, but in a comparatively short time its value was demonstrated. In many instances, it served as the **means of bringing not only the Negro but also the white people of the community to a study and realization of real conditions and needs of the Negro school in the community. The seeming indifference on the part of the white people of a community toward the conditions and needs of the Negro school in the past was generally due to the factt hat they did not know the real situation.**

Noteworthy Achievements.

The most noteworthy achievements ni Negro education during recent years are: First, the increase of the average length of the school term from 97 days in 1923 to 114 days in 1929; second, the raising of the efficiency level of the teaching force of most Negro schools; third, the erection of modern school houses throughout the state; fourth, the development of secondary school; fifth, the rapid growth of institutions of higher learning, especially denominational colleges which depend almost entirely on the Negroes of the state for support.

Rosenwald Schools.

The greatest stimulus to our school building program has been the air which comes to the state through the Julius Rosenwald fund. This fund is interested primarily in the development of rural schools. It is gratifying to state that as a result of this aid South Carolina has a modern rural school building of two or more classrooms in every county in the state. Of the Southern states, South Carolina is the only one with such an achievement. The fund has aided also in the erection of well equipped industrial buildings in the cities of Florence, Sumter and Rock Hill. In these schools courses are offered in home economics for girls. The boys receive instruction in such trades as bricklaying, plastering, carpentry and auto-machanics.

Negroes Co-operate.

The Negroes themselves give freely, too, of their time and money to secure better school conditions. This is shown in the fact that up to June 10, 1930, South Carolina had erected 459 school buildings with 1,553 rooms which will take care of 69,887 pupils, six teachers' homes and eight shops. This has been done at a cost of $2,717,620. Of this amount the local Negroes contributed $497,329, the local white people contributed $187,225, the public school authorities, $1,596,906, and the Julius Rosenwald fund, $426,150. The white people, by contributing personally in support of our building program, are encouraging better school conditions for Negro children. According to a recent report of J. B. Felton, state agent of Negro schools, "It is not an unusual sight to see two school buildings in the same district of exactly the same type and structure, one for the white children and the other for the Negro children. Thinking people realize that it is an economic asset to have good school buildings and good school advantages for all the children of the community."

Jeans Teachers.

In 18 counties of the state are county supervisors known as Jeans teachers. These teachers work in their respective counties under the direction and supervision of the county superintendent of education.

The work of this group of laborers can hardly be overestimated. These teachers are active in endeavoring to secure a better type of teachers and better physical plants for the children under their charge. The state is endeavoring to secure some industrial training in the rural schools of the counties where these workers are employed.

High Schools.

High school work for Negroes was started from a small beginning several years ago in a few of the larger cities. Now there are 20 regular accredited high schools. Other schools of this type are being added as conditions warrant and buildings erected sufficient to take care of the work. Some of the high schools of this group receive aid from the John T. Slater fund and are called County Training schools, having met certain requirements as to length of school term, teacher equipment, and type of school building. There are three Negro diploma high schools in the state—Booker Washington, Columbia; Mayo, Darlington, and Sims, Union—the graduates receive state high school diplomas.

The state uses one standard in measuring its diploma high schools. The requirements are the same as to length of term, type of certificates held by teachers, science equipment and library facilities.

Schools of Higher Learning.

The Negro colleges of the state—Allen university, Columbia; Benedict college, Columbia; Claflin college, Orangeburg, State college, Orangeburg—are raising their standards to meet the requirements for standardization as set forth by the Association of Negro Colleges. The college classes in all of these institutions are unusually large this year. The state depends upon these intstitutions with four secondary schools—Voorhees, Morris, Avery and Brainard—for teacher training.

The graduates of these schools are certified upon the presentation of their diplomas to the state board of examiners. The curriculum, standing, faculty and equipment of these institutions have been approved by the state board of education.

As a part of the state's teacher training program, summer schools are conducted regularly in various sections of South Carolina. During the past summer, summer schools were held at Allendale, Allen, Bettis academy, Georgetown, Greenville, Rock Hill, Marion, Sumter, Kingstree, State college and Darlington. There was a total enrolment of 2,626, an increase of 41 per cent. over last year.

State College.

The progress of Negro education in South Carolina must be measured, to a large extent, by State college.

The college was created by the constitutional convention of 1895 through efforts of Negro delegates who felt it was time to divorce the state's interests from Claflin university. The legislature stipulated: "That the sum of $5,000 be annually appropriated for five years for the purpose of erecting necessary buildings and preparing therefor, if so much be necessary." The following facts give some idea of its growth:

	1910	1930
Enrolment	626	1,691
Income	$ 56,702.58	$ 187,519.23
Valuation	$250,000.00	$1,027,700.00

Practically all work done was of secondary grade in 1910 with trial courses in arts and sciences, and agriculture, doing work equivalent to the present sophomore grade. At present the curricula have been expanded so that regular work leading to the bachelor degrees in arts, sciences, agriculture, mechanical, home economics and commerce is offered.

Education - 1930
Common Schools, Condition of

Tennessee

Manchester, Tenn. Times
Thursday, September 11, 1930

School Wagons are Discontinued By School Board

At its regular meeting here Thursday, the county board of education ordered the discontinuance of three school wagons, serving the schools at Beech Grove and Pocahontas, and the negro school at Manchester. Lack of attendance was given as the reason for stopping the transportation. Several applications for additional routes were not allowed.

The board re-elected R. D. Cribbs of Manchester as chairman. It was the first meeting of the board since the election of two new members—Dr. J. L. Hoover and Robert Deberry. The board was the guest of the members of the county high school faculty at lunch.

It was announced that the board had bought 1000 new steel desks for the rural schools.

Memphis, Tenn., Evening Appeal
Friday, September 12, 1930

NEGRO SCHOOLS CLOSED DURING COTTON SEASON

The annual recess from school, so negro children can help in harvesting the cotton crop, will begin tomorrow in all negro schools in Shelby County, Miss Sue Powers, superintendent of county schools, announced today.

The 8,000 negro school children will return to their classes in October when the cotton is all picked. County negro schools started just after crops were "laid by" in July.

Education - 1930

Common Schools, Condition of.

Virginia.

6

WHITE STUDENTS GET $20.00 MORE EACH THAN NEGRO

Journal and Guide

Colored Teachers Receive An Average Of $50 Less Than Whites

12-20-30

By D. A. WILKERSON

Virginia State College

In consideration of what Virginia is doing for the education of its Negro citizens, of great significance is the status of public high schools, for it is largely to these schools that the race must look for its leaders. No better index may be had of the state's policy regarding secondary education for Negroes than the relative degree to which standard high schools are provided for Negro and white children. Hence, despite the maxim, "Comparisons are odious," it is the purpose of this study to picture, in so far as data are available, the relative status of Negro and white public, tax-supported, accredited high schools.

Norfolk, Va.

Capital Outlay Cost

In such an inquiry as this, one is very much interested in ascertaining the cost for capital outlay and for current expenses in accredited high schools. Information relative to these factors is not to be found in published reports of the State Department of Education and, according to the auditor of that department, are not recorded on his files. However, there is in the last annual report of the Superintendent of Public Instruction (describing the system during the session of 1928-29) a presentation of several other items of information relative to each individual accredited high school in the state. To summarize and interpret those data which pertain to the number of schools, enrollment, equipment, and instructional costs is the specific purpose of this investigation.

Accredited High Schools

The last report of the Superintendent of Public Instruction reveals the existence of 14 public accredited high schools for Negroes, schools which, suppośedly, have met all the requirements of the State Department for accredited rating. Four of these schools are in rural communities and ten are in cities.

There are reported also 391 accredited high schools for white children, 370 in rural communities and 21 in cities. In terms of the population of Virginia as reported by the 1920 Census, there is a ratio of one accredited high school for every 4,138 white persons in the state, as compared to one accredited high school for every 49,287 Negroes. The proportionate ratio for the two groups favors the white population almost twelve to one.

Rural Negro Suffers

It is interesting to compare the ratio of accredited schools to population in rural and urban communities. In the urban communities of the state, there is one accredited high school for every 22,118 whites and for every 20,913 Negroes. This ratio is slightly in favor of the Negro population. In rural communities, however, there is one accredited high school for every 2,117 whites, as compared with one such school for every 120,221 Negroes. For a total Negro rural population of 480,883 persons, there are reported only four accredited Negro high schools.

In case of both races, proportionately fewer standard high schools are provided by the state for rural children than for urban children. This situation is to be expected in view of the greater difficulty encountered by the state in furnishing high schools for sparcely settled rural communities. The fact that the Negro population in rural Virginia is more sparcely settled than the white makes it clear why there would be proportionately fewer accredited high schools for rural Negroes than for rural whites. It falls far short, however, in explaining why such vast differences exist between the proportion of schools provided for the two races.

Interesting Data

Comparisons between the percentage of total population and the percentage of accredited high schools provide another index into the relative status of the provision of Negro and white high schools. The white population of Virginia comprises 70 per cent of the total. However, 96 per cent of the accredited high schools of the state are for white children. Whereas Negroes make up 30 per cent of the total population, less than four per cent of the accredited high schools are for their use.

It is very clear from these data that, in relation to the opportunities of while children to secure a standard high school education, the opportunities for Negro children ase very much restricted.

Enrollment In Schools

The situation reported with reference to the number of accredited high schools for the two races is, naturally, reflected in the enrollment in those schools. There are enrolled in accredited white high schools of Virginia 51,854 students, 35,560 in rural communities and 16,294 in urban communities. In accredited Negro high schools, there are 5,512 students enrolled, 439 in rural communities and 5,073 in urban communities. The percentage these enrollments constitute of the Negro and white population in urban and rural communities is revealed in Table I.

Table I
Percentage of Population Enrolled in Accredited High Schools

Rural:	
White	3.09
Negro	.09
Urban:	
White	2.41
Negro	2.42
State:	
White	3.20
Negro	.79

It may be seen from the table that, whereas three per cent of the rural white population is enrolled in accredited high schools, the percentage for the rural Negro population is nine-hundredths of one per cent. The percentage is the same for the two races in urban communities. For the entire state, however, the percentage of the white population enrolled in public accredited high schools is four times as great as the percentage for the Negro population.

Another Index Given

Another index into this same situation is afforded by comparing the percentage each race comprises of the total population of Virginia with the percentage it constitutes of the total enrollment in accredited high schools. Negroes, who constitute 30 per cent of the total population, account for but 9.6 per cent of the total enrollment in schools of this type.

Here again the difference between the races is caused for the most part, though by no means completely, by the situation in rural Virginia. In both rural and urban communities, the population is about 70 per cent white and 30 per cent Negro. However, 98.8 per cent of the enrollment in all accredited rural high schools is made up of white children. Negroes constitute but 1.2 per cent of that enrollment. In urban communities this difference is not so marked. 76.3 per cent of the total enrollment in accredited high schools is made up of white children, and 23.7 per cent by Negro children.

Equipment For Schools

The last report of the Superintendent of Public Instruction presents no information relative to the buildings in which accredited high schools are housed, the land these buildings occupy, the number of rooms they include, nor their cost. Data are set forth for only two items of equipment, number of books in the high school library and cost of laboratory science equipment. These factors make possible a few comparisons.

There are reported for the state an aggregate of 331,911 volumes in the libraries of public accredited high schools for white children. 279,102 of these are in rural schools, and 52,809 are in urban schools. For accredited Negro high schools of the State, 24,789 volumes are reported, 3,800 in the libraries of rural schols and 20,989 in the libraries of urban schools On the basis of the enrollments reported, there are in rural schools 7.8 volumes for every white student and 8.6 volumes for every Negro student. In urban schools there are for every white student 3.2 volumes, and for every Negro 4.1 volumes. For the entire State, the ratios are 6.4 volumes for every white student and 4.5 volumes for every Negro student.

Books Equally Divided

It is apparent that accredited Negro high schools compare more favorably with accredited white high schools with reference to the number in the library per student enrolled. However, these data take into consideration only the number of volumes. One should like to know their cost and their educational usefulness.

The cost of laboratory science equipment in the 387 accredited white high schools reporting ranges, it may be seen from Table II, from $80 to $42,000. For the 13 accredited Negro high schools reporting, the range is from $350 to $14,400.

Apparently no Negro school paid less for its laboratory science equipment than did the poorest white schol. However, the most expensive laboratory science equipment reported for an accredited Negro school cost but one-third that of the white school having the most expensive laboratory equipment. The laboratory science equipment reported for the median rural accredited high school for Negroes cost $44 more than that of the median white rural school of this type. In urban communities, however, the median cost of laboratory science equipment in accredited Negro high schols is but little more than one-half that of the median white school. For the entire state there is reported a median cost of $725 for laboratory science equipment in accredited white high schools, as compared with a median cost of $2,500 for such equipment in accredited Negro high schools.

Table II
Cost of Laboratory Science Equipment

	White	Negro
Number Schools Reporting:		
Rural	366	4
Urban	21	9
State	387	13
Minimum Cost:		
Rural	$ 80	$ 550
Urban	310	350
State	80	350
Maximum Cost:		
Rural	$14,500	$ 850
Urban	42,000	14,400
State	42,000	14,400
Median Cost:		
Rural	$ 692	$ 736
Urban	6,800	3,700
State	725	2,500

Figures Don't Tell All

Obviously, more money is spent for the laboratory science equipment of the typical accredited Negro high school than for the typical white school of this class. This difference, however, is not quite so marked as seems to be suggested by the median costs. In view of the small number and attendant narrow range costs in Negro schools, perhaps a more appropriate measure of central tendency is the average. The average amount per accredited high school spent for laboratory science equipment is $2,105 for white schools and $3,193 for Negro schools.

Instructional Costs

Perhaps the most important factor in determining the efficiency of a school is the teacher. Information relative to the training and certification of teachers in accredited high schools of the state is not at hand. However, some idea of the policy of the state regarding the teachers in these schools is afforded by an analysis of teachers' average monthly salaries.

It may be seen from Table III that the accredited white high school with the highest salary scale pays its teachers an average of $206 per month. This school is in an urban community. In case of urban communities and for the entire state, the average monthly salary of this school's teachers is one-third more than that of the Negro school having the highest salary scale. Even more marked is the difference in case of accredited rural high schools. The highest average monthly salary reported for Negro schools of this type is $96, approximately one-half of the average monthly salary of teachers in the accredited white rural school with the highest salary scale.

Table III
Teachers' Average Monthly Salaries

	White	Negro
Number Schools Reporting:		
Rural	367	4
Urban	21	10
State	388	14
Maximum:		
Rural	$187	$ 96
Urban	207	138
State	207	138
Median:		
Rural	$128	$ 82
Urban	165	116
State	129	108
Minimum:		
Rural	$100	71
Urban	135	84
State	100	71
Percentage below $100:		
Rural	.0	100%
Urban	0	20%
State	0	43%

Negro Teachers Underpaid

The medians reported in Table III show that in both the typical rural and the typical urban accredited schools, the average monthly salary of white teachers is near $50 in excess of that for Negro teachers. When the medians for the entire state are considered, this difference is reduced to $21.

In view of the requirement of the State Department of Education that teachers in accredited high schools must receive annual salaries of at least $900, approximately $100 a month, it is interesting to note the minimum average monthly salaries of teachers in Negro and white accredited high schools. No accredited white high school in the state pays its teachers an average of less than $100 a month. However, the minima for accredited Negro high schools in both rural and urban communities are significantly below this amount.

Very striking is the fact that below this "required" minimum of $100 are the average monthly salaries of teachers in all of the accredited rural high schools for Negroes, one-fifth of the accredited urban high schools, and close to one-half of all the accredited Negro high schools of the State!

Per Capita Costs

A consideration of the per capita cost o finstruction in accredited high schools of the state reveals differences between Negro and white schools of the same nature as those noted with regard to teachers' average monthly salaries.

From Table IV it may be seen that in accredited rural schols, the maximum per capita cost of instruction is more than three times as great in white schools than it is in Negro schools. The same general situation exists in urban schools, though it is not nearly so marked.

The minimum per capita cost of instruction for accredited Negro schools slightly exceeds that for accredited white schools in rural communities. In urban communities, however, the minimum for whites is decidedly in excess of that for Negroes. The median per capital costs of instruction reported in the table show that in both rural and urban communities, the per capita cost of instruction in accredited white high schools exceeds that of accredited Negro high schools by a little more than $20. A difference of $20 per student enrolled is a very significant difference!

Table IV
Per Capita Cost of Instruction

	White	Negro
Number Schools Reporting:		
Rural	366	4
Urban	20	9
State	386	13
Maximum:		
Rural	$193	$ 57
Urban	94	67
State	193	67
Minimum:		
Rural	$ 20	$ 24
Urban	41	29
State	20	24
Median:		
Rural	$ 60	$ 39
Urban	64	38
State	61	38

Summary And Conclusions

The facts presented in this study reveal that, in proportion to population, there are far fewer accredited high schools in the state for Negroes than there are for whites. Especially true is this in rural communities of the State.

Similarly, the proportion of the total Negro population enrolled in accredited high schools is far less than the proportion of the white population enrolled in such schools.

Differences between the races with regard to the number of volumes in high school libraries favor accredited white schools, whereas difference relative to the cost of laboratory science equipment favor accredited Negro schools.

The average monthly salaries of teachers and the per capita cost of instruction in accredited high schools are far less for Negroes than for whites.

These data do not consider the extent to which high school education is provided by the state in unaccredited schools, nor are they concerned with the relative progress made in high school education for the two races. Both of these types of information would be interesting.

However, this study is confined to the analysis of certain facts relative to the status of public, tax-supported, accredited high schol education as set forth by the last published report of the Superintendent of Public Instruction.

The analysis made leads unmistakably to the conclusion that so far as accredited high schools are concerned, Virginia provides much more adequately for her white children than for her Negro youth.

Education—1930
Common Schools, Condition of.

Virginia
6

Richmond's Negro Schools Needing Better Equipment

Richmond, Va. News-Leader
Monday, May 26, 1930

News Leader Makes Investigation of Conditions Needing Improvement.

(Editor's Note.—Below is the first of four articles in which The News Leader's special investigator presents the results of a thorough study of the Negro schools in Richmond and the efforts they are making to improve conditions among the Negro residents of this city.)

By JOHN J. CORSON, III.

Three out of every ten citizens in Richmond are Negroes. Including more than 60,000 individuals, the Negroes of Richmond represent a sizeable portion of the total population of this city. And, although they pay only a small proportion of the total taxes, they patronize local stores, work as domestics in local homes and furnish a considerable portion of the labor supply for local industries. They constitute altogether a substantial factor in this city's economic life.

If the Negroes of Richmond are to meet their taxes, if they are to pay for the commodities which they purchase from local stores, if they are to serve well those for whom they work, they must be trained and educated. In no other way can they earn wages which will enable them to maintain a satisfactory standard of living.

Obviously, then, it is incumbent upon the Negro schools to equip the children of that race so that they may best fill the part the Negro must play in the existing order of things.

To ascertain how well the Negro schools of Richmond are discharging this duty, The News Leader has just completed an investigation, the findings of which measure to some extent the efforts which the local schools are making to better economic and social conditions among the Negroes.

Defects of Negro Schools.

On the surface, the Negro schools of this city appear to be doing an excellent piece of work. This indication is not wholly incorrect. However, under close scrutiny it is found that these schools suffer from a number of defects of more or less significance.

These may be classified in three groups. First, there are some defects in the physical equipment of the schools, the buildings, furniture, equipment and the like.

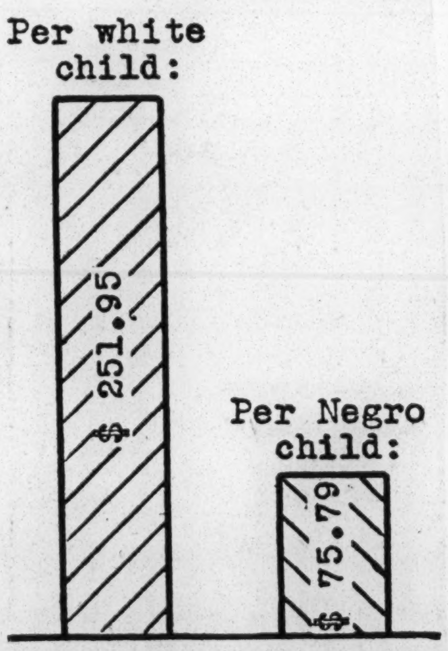
Secondly, there are certain defects in the human equipment of the schools, that is, the teaching force.

And finally, there are certain limitations and poor adaptations of the curriculum of the Negro schools resulting from a lack of sympathetic administration which constitute a third defect of these schools.

That one out of every eight Negro children in this city is not enrolled in the public schools is logically the first blemish on the school record to be considered. Of the 13,200 or more Negro children of school age in Richmond whose education is determinative of the future status of the Negro race, only 87 per cent. are enrolled in the public schools and 76 per cent. regularly attend. Approximately 550 children attend the Van de Vyver Institute, a parochial school which offers a full course from the kindergarten through the high school. Nearly 1,200 Negro children are not reached by the schools of this city.

The total enrollment in the Negro public schools during the year 1928-29 was 11,442. Of this number only four out of every five Negro children regularly attended. In comparison with an average daily attendance of 80.1 per cent. in the Negro schools, 81.5 per cent. of the children enrolled in the white public schools were in average daily attendance. These figures as to the percentages of the two races attending the public schools is evidence enough that the Negroes appreciate the value of a public school education fully as much as do the whites.

VALUE OF RICHMOND SCHOOL PROPERTY 1928-29



Few in High Schools.

Of every seven Negro children who are enrolled in the schools, only one attends the high school. The remaining six drop out of school at the age of 15 or subsequently, as permitted under the compulsory school attendance law. Because of the pressure of financial conditions in the home, or mental inability to get along in school, or poor handling in the schools, or lack of interest, seven of every eight Negro children obtain but a meager education. The onus for this situation cannot be laid wholly on the schools.

Many of the Negro school buildings in Richmond are old. Seven of the fourteen buildings now in use were constructed prior to 1900. A majority of these buildings were originally built for white children and were converted into Negro schools as the complexion of the surrounding neighborhood changed. They have been maintained, renovated and added to, until their physical condition is probably ten years ahead of the standards prevailing at the time they were built. Their construction, however, does not compare with the more modernly arranged school buildings.

For example, only two of the fourteen Negro school buildings in this city contain auditoriums. Such rooms had no place in the school buildings of twenty years ago. Inheriting these buildings, the Negro boys and girls cannot enjoy such modern school features as moving pictures, plays, pageants and the like. The elimination of such gatherings from the Negro schools hinders the building up of the morale, limits the interest which may be kindled in the pupil and handicaps the creation of community interest about the school.

No Physical Education.

The outstanding deficiency in the physical construction of all Richmond schools, white and Negro alike, is the lack of gymnasiums. Only three of the forty-five or more school buildings in this city are equipped with gymnasiums. None of the Negro school buildings has a gymnasium. And even in those white schools where gymnasiums are had, regularly organized classes in physical education are limited to a minimum.

To the Negro child living in small, poorly kept and ill ventilated rooms, whose only playground is the street in front of his home, this lack of regular supervised physical education is deplorable. Possibly the mental improvement of the average Negro child would be brought about as expeditiously by the devotion of one-half hour daily to carefully planned physical training as by an extra hour spent on geography, arithmetic or spelling. When one considers the recreation facilities outside of the schools for boys and girls of this race, the failure of the local schools to measure up to modern standards in this respect becomes more significant.

Although their antiquated design proves a serious handicap in a majority of the Negro schools, this is not as important as the inability of the schools to provide adequate class-room space for the number of Negro children who do attend. The fourteen Negro school buildings scattered throughout this city contain 222 classrooms. Dividing this figure into the average daily attendance of 9,162 pu[illegible] is found that there is one classroom for every 41 Negro children. In the white schools the classroom load is but 30 pupils per room.

Classes including as many as from 47 to 50 pupils are to be found in several of the Negro schools. In the Armstrong Normal school, one classroom was found to contain two classes, both taught by the same teacher, and including in all more than 50 pupils. Under such conditions, the process of education necessarily becomes so much a matter of routine procedure that it is deadening to both pupil and teacher.

Have Oldest Equipment.

In these ogsolescent—buildings the oldest equipment is to be found. Although probably 90 per cent. of the classrooms are well equipped with modern school furniture, a number of these overcrowded rooms will contain the old double desks in which the pupils sit side by side, and the teacher maintains order and tries to keep the several pupils' minds on their work despite the temptation afforded by the proximity of their deskmates.

A serious deficiency in the matter of school equipment in the Richmond schools is the lack of library facilities. Only three of the Richmond school buildings have been equipped with libraries by the school board. Some schools have been given books by their patrons. Pupils in the other schools rely on the co-operation of the city library or, neglecting this opportunity, do without.

The average Negro family with an income of from ten to twenty dollars a week cannot afford to buy books or magazines. In many instances, illiterate parents could make no use of them. And thus the school library can play an important part if reading habits are to be inculcated in the Negro children and these children to be raised above the uneducated levels of their parents.

The Armstrong High school is the one Negro school which has been provided with a library by the school board. Although additions are being made to the collection here from time to time, as yet its library facilities compare poorly with those of the white high school and with those of other large Negro high schools in Virginia.

Facilities Limited.

The library facilities of the Armstrong Normal school are so limited as to appear almost farcical. One small bookcase of four shelves would house the complete collection of this school. Yet the forty-five or fifty pupils of this school are doing work of college grade, and if ever they must be taught to use and refer to a library, it is at this stage in their professional development.

In the elementary schools, the conditions are better. Classroom libraries for the use of the teacher are provided in many instances. In addition, a few of the schools have access to further library facilities through the co-operation of the city library.

From a purely materialistic standpoint, then, speaking in terms of school buildings, desks, books and blackboards, the Negro schools of Richmond exhibit several serious defects. In the first place, they do not contain sufficient space for the number of pupils they must serve. Secondly, they are handicapped in a majority of cases by an antiquated physical layout, and finally, in some respects they lack modern equipment.

Negro Schools Outrank White In Richmond

Courier
5-24-30
Pittsburgh Pa.

RICHMOND, Va., May 22—(CNS)—Tests given in spelling and writing in the elementary school here recently indicated that the pupils in the colored schools do fully as well in these subjects as the children in the white schools, Jesse H. Binford, assistant superintendent, announced.

Reports on the spelling test disclose that in the 5-L grades the highest percentage was made in the white schools by Bellevue School, with 95 per cent, but this was exceeded by the 5-L grade of Baker Negro School with 97 per cent. Fulton School 5-H grade received the highest average in the 5-H grades of the white schools, but Baker School 5-H grade received 97 per cent. In the 6-L grades Madison School led ten white schools with a percentage of 91, while Navy Hill Negro School led all the 6-L grades of the city with 92 per cent.

Madison School led the 6-H grades of the white schools with a percentage of 91 per cent, while Buchanan Negro School 6-H grade received an average of 94 per cent. The highest grade in the 7-L grade sof all the city schools was made by William Fox 7-L, with an average of 88 per cent.

More drill in spelling and penmanship is given in the Negro schools than in the white, Mr. Binford stated.

RICHMOND, VA.
NEWS-LEADER
JUN 2 - 1930

WHITES OUTSTRIP NEGROES, SCHOOL CENSUS REVEALS

Larger Number of Children Six Years Old Shown in 5-Year Check-Up.

An increase of 1,400 persons between the ages of 7 and 20 years in Henrico county during the past five years was revealed as a result of the Henrico county school census for 1930, which has just been completed and tabulated, it was learned today from J. Milton Shue, superintendent of schools for the county.

The school census is taken every five years to determine the amount of money that the county will receive from the state for education, the amount being pro-rated according to the school population between the ages of 7 and 20 years.

Figures show that there are 7,882 white and Negro children in the county today, as compared with 6,482 in 1925, when the last school census was taken. This represents an increase of 1,400.

White children showed an increase of 1,310 over 1925, being 6,032 at present, and 4,722 in 1925. Negro children showed an increase of ninety over 1925, being 1,850 at present, and 1,760 in 1925.

There are at present 3,111 white males in the county between the ages of 7 and 20 years, as compared with 2,454 in 1925—an increase of 757. There are at present 2,921 white femals in the county between the ages of 7 and 20 years, as compared with 2,268 in 1925—an increase of 653.

Small Children Increase.

The total number of children six years of age in the county at present is 932, as compared with 588 in 1925—an increase of 344.

Figures show that the total white and Negro persons between the ages of 7 and 20 year who are attending school is 5,903 at present, as compared with 4,828 in 1925—an increase of 1,075.

While males, who are attending school at present number 2,349, as compared with 1,764 in 1925—an increase of 585. White females attending school at present number 2,251, as compared with 1,709 in 1925—an increase of 542.

A decrease of twenty-two Negro males between the ages 7 and 20 years is noted, since there were 670 in 1925 and 648 at present. There is also a decrease of thirty in the number of Negro females attending school, since there were 685 in 1925 and 655 at present.

The total white and Negro persons attending private schools in the county is 605 at present, or an increase of 183 over 1925, which was 422.

Attend Private Schools.

White males attending private schools numbered 261 at present and 227 in 1925—an increase of thirty-four. White females attending private schools at present number 262 as compared with 188 in 1925—an increase of seventy-four.

Negro males attending private schools at present number thirty-three as compared with one in 1925—an increase of thirty-two. Negro females attending private schools at present number forty-nine as compared with six in 1925—an increase of 43.

There are 1,374 white and Negro children between the ages of 7 and 20 years who are not attending school in Henrico county. This figure denotes an increase of 142 over 1925, which was 1,232.

White males not attending schools number at present 501 as compared with 463 in 1925—an increase of thirty-eight. White females not attending school at present number 408 as compared with 371 in 1925—an increase of thirty-seven.

Negro males not attending school at present number 245, as compared with 211 in 1925—an increase of thirty-four.

Negro females not attending school at present number 220 as compared with 187 in 1925—an increase of thirty-three.

Illiterates Decrease.

A decrease of two was noted among the illiterates, there being twenty-four white and Negroes in the county between the ages of 7 and 20 who are unable to read and write at present as compared with twenty-six in 1925.

White males unable to read and write number six at present as compared with three in 1925. White females unable to read and write number five at present as compared with two in 1925.

Negro males unable to read and write number six at present as compared with twelve in 1925. Negro Females unable to read and write number seven at present as compared with nine in 1925.

WHITE PRINCIPALS RETARD VA. SCHOOLS

Afro-American
6-21-30

Richmond and Lynchburg Only Cities that Use Ancient Methods.

Baltimore, Md

TEACHERS ROBBED

Biggest Salaries are Paid to Whites.

RICHMOND, Va.—White principals, low salaries, poorly trained teachers and limitations to advancement, are blamed for the backwardness of the public schools of Richmond and Lynchburg, Virginia, in a survey by John J. Corson, white, in the Richmond (Va.) daily News Leader.

Negro schools are used as a training school for the younger white principals and a shelf for the older ones, worn out in service, the writer states.

Not only are the less efficient principals relegated to the Negro schools, but it is held that Negroes would be best fitted to hold the principalships because of a more sympathetic attitude to the problems of their race.

Again, it is charged that white principals do not visit Negro homes, nor are visiting teachers employed, as is the case in white schools. The twenty-five nurses employed to visit white and colored schools daily are all white.

Teachers Untrained

Only one per cent of the elementary and junior high school teachers now employed in Richmond schools have college credits. Seventy-one per cent of the high school force is college trained. This in spite of the fact that Richmond has two teacher-training institutions, the Armstrong Normal School and the Virginia Union University, which afford opportunity for excellent training for prospective teachers and the continuance of their education for those already in the system.

Low Salaries Blamed

While many take advantage of these educational facilities, the failure of teachers to seek high improvement is laid to the low salary scale for Negro members of the school system. The annual salary of women teaching in the elementary schools is $650, with a maximum, after ten years of service, of $1,100.

White women begin at the top salary paid colored women. Colored men are paid approximately $100 per year more than the colored women.

The better trained teachers in the high schools are started at a salary of $800 per annum and may attain a maximum of $1,400 after seven years of experience. Thus little incentive is provided for the necessary financial outlay for higher training.

The limitation of advancement is a further contributing factor to the poor quality of the teaching force. The teachers of these schools have no hope of advancement farther than the class room, since the school officials maintain a rigid policy of the employment only of white men and women to principalships in schools, here.

A. H. Hill, superintendent, has publicly stated that, in his opinion, white men as principals of Negro schools made for their most efficient operation and, so far as he knew, the school board contemplated no change in its policy.

Education-1930

Common Schools, Improvement of.

Alabama.

115 Buildings Added To State School System

Years Expenditures On New Structures Is $1,416,272

Advertiser

58 Counties Help

1-4-30

1-Room Structures Figure In Program

Montgomery, Ala.

By GEORGE L. DAVIS

The past fiscal year marked a new era in schoolhouse building in Alabama with a total of 115 school buildings erected at a cost of $1,416,272, according to an annual report of the division of schoolhouse planning of the State Department of Education, released yesterday by Dr. A. F. Harman, superintendent of the department.

Forty-eight counties took part in the building program, and only three of the buildings were of the one-room variety while 36 carried six class rooms or more. Forty-nine had auditoriums and 56 were constructed of permanent material.

The total cost of the new buildings, additions, repairs and equipment in the school houses in Alabama during the past fiscal year was $2,009,397 of which $350,000 was apportioned all of the counties by the State. The $350,000 represents the annual State appropriation for new buildings, additions, repairs and equipment.

$4,856 To Each County

The amount of the State school building, repair and equipment fund disbursed to each county during the past fiscal year was $4,856.57 and the amounts were paid out to the respective counties upon application by each county as the fund was needed. The application, as required by law, showed that the county had raised double the amount it sought from the State for each project.

Advertiser

The total amount spent for additions and repairs was $379,857, of which $101,004, or 26.59 per cent was from State appropriations, and the amount spent for equipment was $213,268 of which $84,881 or 39.80 per cent was from State appropriations.

1-4-30

The major efforts of the division of schoolhouse planning, it was explained, are devoted to planning new buildings, visiting communities and selecting plans suitable to meet the needs of the school, assisting in letting contracts, writing specifications and supervising the construction of buildings. Discussing the situation the reports compiled by R. E. Ledbetter, Division Director, sets forth: "This year had been characterized by buildings of more permanent material than ever before. Out of the total of 115 buildings, 56 are of brick, stone or stucco, 36 of which carried six to 20 class rooms each.

Montgomery, Ala.

Threefold Object Gained

"There has been a great effort on the part of county boards of education this year to bring together high school pupils that they may have better advantages. This has accomplished a threefold object:

"1. It has relieved small rural schools of the burden of high school work.

"2. It has greatly simplified transportation problem.

"3. It has encouraged the erection of a number of high school buildings to accommodate the larger high school student body.

"The greatest problem has been that of providing funds for the construction of more than 100 buildings at a cost of a million dollars or more. This has taxed the financing ability of some of the most resourceful boards of education in the State.

"The demands for larger and more modern buildings in many communities necessitating a large outlay of capital, has been a source of worry to many school boards. The small appropriation of about $5,000 per county made annually by the Legislature is sufficient to build less than four standard class rooms in frame and two in brick in each county, with nothing left for repairs and equipment. School officials have therefore been forced to look elsewhere for funds.

"In many communities the three mill district and county taxes which should be used for maintaining the school and lengthening the term, have been used for buildings and in the purchase of necessary equipment.

"In other communities the county tax has been drawn on heavily. Warrants are often issued against the district tax and bonds against the county tax, pledging these funds for a number of years, at the same time paying a liberal rate of interest in order to get sufficient funds for the construction of needed buildings."

Source Of Building Fund

The report showed that 60 per cent of the building fund spent during the past fiscal year came from district and county taxes. Every dollar taken from this source, it was declared, reduced the maintenance fund for schools and shortens the length of the term. The people donated 15.84 per cent or $224,762 of the full amount expended for buildings as compared with 17.75 per cent or $251,388 appropriated by the State.

"It is gratifying to note," the report states, "that there are now 572 consolidated white schools and 33 consolidated negro schools in the State, making a total of 600. Forty-two of these have been built during the period covered by this report.

"No part of the rural school system is developing more rapidly than the consolidation of schools. Many factors are contributing to this development, but the three outstanding are better roads, modern transportation vehicles and the general knowledge that the consolidated school is doing superior work to that found in the small one and two teacher school. It is a well known fact that if the children in the rural districts are to be educated it must be done in the consolidated school."

More than 50,000 pupils are being transported to these better type schools, it is stated, and more than 17,000 completed the elementary course of study carrying six grades and were ready for high school at the beginning of the present term.

The report shows that attaches of the division made an average number of seven inspections on 448 projects, traveled 15,925 miles by train and 7,065 miles by automobile.

Education Fund Is Apportioned

Advertiser

37 Counties In State Will Share $900,000

4-23-30

Apportionment of the State Equalization Fund, of $900,000 designed to equalize educational opportunities in the less prosperous counties, was announced yesterday at the State Department of Education.

Montgomery, Ala.

The apportionment is for the present school year and is based upon attendance in the schools during the school year of 1928-29.

Based upon tentative estimates the greater part of the equalization fund was disbursed to the counties during January and February and the amounts announced yesterday are the complete figures for the year. The full amounts were not announced pending receipt of reports on poll taxes, which are included in determining a county's ability to finance its program.

Dr. Dale S. Young, director of the research division, announced that before the present school year opened the Department submitted to county boards of education estimates upon which they may base the year's budget, and that the estimates were well within the amount each county will receive.

Estimates of available state aid for the next school term will also be submitted for the next school year, Dr. Young said.

Added to the equalization fund is the amount of $37,961.09 as the remainder of the state revolving fund which was authorized at a recent meeting of the State Board of Education. The balance of the revolving fund was apportioned to several counties in the flood area and to Etowah County, which had an enormous increase in school attendance and population in 1929. These amounts were announced about a month ago following the meeting of the State Board of Education.

In apportioning the equalization fund two principal elements enter into the consideration—the number of pupils in average daily attendance and the ability of the county to provide education for them.

Thirty pupils in average daily attendance for a term of seven months is known as an elementary teacher's unit and the same number in average daily attendance for nine months is known as a high school teacher's unit.

The Department of Education ascertains the number of teacher units each county had and with the given amount of $900,000 ascertains what is known as "the value of the teacher's unit," and the more pupils in average daily attendance the more teacher units a county has, and the value of the unit—or the amount that can be allowed for each unit from the fund—thereby decreased.

Having ascertained the number of teacher units in each county and fixed the value of the unit the Department next inquires into the ability of the county to finance its minimum program. The minimum program is the theoretical amount the county would require to finance its elementary schools for seven months and high schools for nine months, the number of teacher units being totaled to determine the minimum program. The minimum program, it was explained, does not mean the actual amount required for schools to operate for seven and nine months, but is the amount which the Department can allow with only $900,000 to apportion.

The greater the number of teacher units in a county, therefore, the larger the minimum program of the county. The value of the teacher unit this year is less than before as the attendance has increased. The elementary teacher unit value is $688 and the high school unit value is $1,313.

Advertiser

The law has decreed that no county shall receive any part of the equalization fund unless it has first levied the maximum of four mills for county-wide taxes, and must operate elementary schools seven months the year preceding the apportionment. It provides further that any county having qualified thus far, in effect, shall help itself as much as possible and shall be penalized to the extent that it fails to help itself.

For instance if a county has not levied the three-mill district tax in all districts, then it is penalized by deducting an amount from its portion which is equal to the amount it could have collected in the untaxed districts.

Supplementary amounts are allowed counties that employ elementary supervisors.

4-23-30

Additional amounts are also apportioned for each accredited high school in the counties, for each approved junior high school, and for supervision of large elementary schools.

Counties which have revenue sufficient to meet minimum programs are not qualified under the law to receive any of the equalization fund.

Thirty-seven of Alabama's sixty-seven counties will receive part of the equalization fund this year, as compared with 39 counties that participated last year. Butler County had a sufficient amount to finance the minimum program and Limestone County failed to qualify by not running seven months last school year.

Following are the counties that participate in the fund this year and the amount each receives:

Bibb	$14,151.13
Blount	29,466.96
Calhoun	21,375.16
Chambers	57,118.43
Cherokee	24,111.20
Clarke	1,417..98
Clay	35,087.10
Cleburne	11,957.24
Coffee	15,220.04
Conecuh	3,861.98
Covington	28,599.78
Crenshaw	51,054.06
Cullman	60,965.86
Dale	18,002.88
DeKalb	27,952.91
Escambia	16,737.21
Etowah	48,086.62
Fayette	19,699.27
Franklin	31,756.56
Geneva	22,263.70
Houston	11,768.42
Jackson	9,744.74
Lamar	30,262.05
Lauderdale	43,274.98
Lawrence	7,696.86
Marion	58,155.62
Marshall	41,838.45
Monroe	21,876.98
Morgan	7,785.18
Pickens	28,525.07
Randolph	48,694.64
Saint Clair	25,354.45
Shelby	13,407.79
Tallapoosa	3,381.33
Walker	13,331.23
Washington	1,798.45
Winston	32,078.78
Totals	$937,961.09

State Education Disbursements Almost Double

Increase Of 90 Per Cent Reflected In 1929 Over 1926

advertiser

General Fund Hit

Revenue Short, Leaving $1,967,543 Deficit

4-6-30

This is the fourth of a series of articles dealing with receipts and disbursements of the State Treasury of Alabama and it deals exclusively with disbursements through the State Treasury for educational purposes in the fiscal year 1929 as compared with disbursements in the fiscal year, 1926, the last year of the previous administration.

By ATTICUS MULLIN

There was paid through the State Treasury of Alabama in the fiscal year ending Sept. 30, 1929 a total of $11,751,560.46 for education, as compared with $6,171,959.43 for the fiscal year ending Sept. 30, 1926, the last year of the previous administration.

A study of the figures on the books of the State Auditor for the fiscal year ending Sept. 30, 1929, as compared with the last fiscal year, 1926, of the previous administration, shows that the increase in disbursements through the State Treasury for educational purposes in a three-year period amounted to $5,779,601.03 or an increase in three years of approximately 90 per cent.

In spite of the fact that the present State Legislature levied the nuisance tax on tobacco, and special taxes on public utilities and on other corporations, the taxes for educational purposes lacked $1,967,543.13 in 1929 of meeting the appropriations made by the Legislature and this deficit must be borne by the general fund of the State.

Montgomery Ala.

House bill 318, approved Aug. 25, 1927, makes provisions as follows:

"Section 31. The several appropriations herein provided for shall be payable out of the special trust fund created and set aside for educational purposes by Section 2 of the general revenue bill of 1927; and in the event that such trust fund is insufficient to cover said appropriations, then the balance of the same shall be payable out of any other funds in the Treasury not otherwise appropriated."

The appropriations made in House bill 318, amounted in 1928 to $3,721,341.33 and Section 2, of the general revenue bill produced a fund of $2,618,678.67. The above will show a charge to the State general fund of $1,102,662.33. For the fiscal year ending Sept. 30, 1929, House bill 318, appropriated $5,163,008. Section 2, for the year ending Sept. 30, 1929, produced $3,195,464.87, thus leaving the State general fund to take care of $1,967,543.13 of appropriations.

A study of the table attached to this article will show where the disbursements for educational purposes in 1926 and in 1929 went. Details of these expenditures will be developed in other articles. The figures shown in the table are taken from the books of the State Auditor and will be verified when his annual report is printed sometime in the Summer for the fiscal year 1929.

A glance at the table will show a steady increase in receipts and disbursements from the three-mill property tax collected for education by the State and apportioned to the counties. This increase in receipts is brought about by the gradual increase in ad valorem values in Alabama.

It will be noted that the equalization fund in 1929 disbursed through the State Treasury amounted to $901,706.85. This is a new fund that was not in operation in 1926, the last full year of the previous administration.

A study of the table will show an increase of approximately 40 per cent in three years on the items of erection and repair of rural school houses. A big increase is shown in three years in the teacher training funds. Funds disbursed for county high schools also show a very large increase in 1929 over 1926.

It will be noted that there has been a heavy increase in expenditures in the last three years for State normal schools, and for the colleges of Alabama. This has been brought about by an expanded building program and as to the colleges by certain other activities.

The following table shows disbursements for educational purposes for the fiscal years 1926 and 1929 as shown on the books of the State Auditor:

DISBURSEMENTS FOR EDUCATIONAL PURPOSES FOR THE YEARS ENDING SEPTEMBER 30, 1926, AND SEPTEMBER 30, 1929

Advertiser 4-6-30

	For Year Ending 9-30-1926	For Year Ending 9-30-1929
Public Schools:		
Three Mill Property Tax Collected by the State and Apportioned to Counties	3,941,594.49	4,273,785.53
Bonus Fund, appropriated by State, $1,000 for each additional mill levied by Counties for school purposes	201,000.00	256,000.00
Equalization Fund, under 1927 Act	....	901.706.85
Attendance Fund, under 1927 Act	....	838,321.90
Erection and Repair of Rural School Houses	247.178.35	372,600.42
Public School Library Fund	6,700.00	22.241.79
Teacher Training Fund	28,805.22	213.354.02
Removal of Illiteracy	12.489.99	56.545 75
State Board of Education	15,777.57	52,724.76
Vocational Education (State and Federal Funds)	297,899.23	376,817.12
Industrial Rehabilitation (State and Federal)	38,344.50	42,214.97
Educational Revolving Fund	98.183.39	100,000 00
Educational Contingent Fund	4,701.09	5.199 17
County High Schools	289.500.60	727.506.51
Secondary Agricultural Schools	82,500.00	82.500.00
Southern Industrial Institute	....	5,000.00
Tuskegee Normal and Industrial Institute	5.000.00	5.000.00
A. & M. Institute for Negroes	15.000.00	75.000.00
School of Trades and Industries	11,250.00	91.250.00
College of A. & M. Arts (Endowment)	50,000.00	50,000 00
Normal Schools:		
Florence (white)	40,000.00	175,000 00
Jacksonville (white)	40,000.00	150.000.00
Livingston (white)	40,000.00	150,000.00
Troy (white)	40,000.00	175,000 00
Daphne (white)	14,000.00	14,000 00
Montgomery (colored)	20,000.00	97,500.00
Colleges:		
Alabama College (Montevallo)	96,155.00	495,753.76
Alabama Polytechnic Institute (Auburn)	319,780.00	1,131,582.13
University of Alabama	215,500.00	814,355.78
Grove Hill Endowment Fund	600.00	600.00
Total	6,171,959.43	11,751,560.46

Education - 1930
Common Schools, Improvement of.

Alabama

Education Fund Shares Rise As Pupils Fall Off

advertiser
11-25-30
Montgomery Ala.

State's Expenditures To Be 21 Cents More For Each Child

Fund Apportioned

Counties To Get Slices From $4,274,354

Alabama's per capita expenditure for education under the General Education Fund has been increased this year 21 cents for each child of school age in the state under an apportionment to the various counties announced yesterday by James M. Gunnells, chief clerk of the State Department of Education.

The per capita expenditure from the fund this year will be $5.27 as compared with $5.06, Mr. Gunnells announced the increase having been brought about through a decrease in the school population of the state as reported by the state census, and an increase in receipts for the general fund.

The General Education Fund this year totals, $4,274,354.30 which is equally divided among the 810,009 children of school age in the state. The amount each county will receive from the fund, therefore, is in proportion to the number of children of school age reported in the state census for that county.

Last year the General Fund was $4,175,733.57 which was distributed upon the basis of the 1928 state census of 824,634 school children. The increase of $98,620.73 in the General Fund this year was accounted for by Mr. Gunnels as the result of new property which automatically brought increased assessment valuations. Mr. Gunnells did not vouchsafe any opinion as to the cause for the decrease in the school population which decreased 14,625 since the 1923 census was taken.

Decrease In Jefferson

Jefferson County showed a large decrease in the number of children of legal school age from 7 to 21 years. The decrease for Jefferson County is approximately 2,000, the loss being divided about equally between the whites and blacks. Jefferson reported 66,678 white and 37,856 negro children.

Montgomery County showed an increase of about 800 white children, the total being 12,042 and a loss of about 500 negro children, the total being 17,334.

Mobile County reported an increase of about 1,000 white school children and about 250 negro school children, the totals being 19,444 and 9,817 respectively.

The General Education Fund represents anticipated receipts from the three-mill statewide tax, interest on state lands sold in the last 50 years or more, and a $500,000 legislative appropriation. Receipts from the three-mill tax will total about $3,000,000.

It's a far cry from the conditions for education in the days of 1898 and 1899 in Alabama to the present day of progress examination of a report issued by Dr. John W. Abercrombie, State Superintendent of Education during that period revealed.

For that school year, (1898) Dr. Aberrombie reported, the per capita expenditure for each school child was 73 cents year against $5.27 which the state will spend through its General Fund this year In 1898-99 the total school population was slightly over 600,000, and the total state appropriations for education was only about $500,000. advertiser

It was explained that the apportionment designates the a mount of money which will be disbursed to the counties from this fund. Disbursements usually are made as rapidly as the State Treasury will permit and the condition of the State Treasury depends upon the promptness with which the taxes are to be paid.

10-24-30
Montgomery Ala.

How Each County Fared

Following are the amounts the counties will receive from the fund:

County	Apportionment
Autauga	$35,957.21
Baldwin	48,054.03
Barbour	55,514.18
Bibb	32,020.52
Blount	48,636.83
Bullock	39,683.10
Butler	53,754.00
Calhoun	93,394.94
Chambers	75,603.42
Cherokee	33,922.99
Chilton	42,571.06
Choctaw	33,612.06
Clarke	45,983.22
Clay	30,492.22
Cleburne	22,102.38
Coffee	56,246.71
Colbert	53,004.07
Conecuh	46,028.18
Coosa	21,975.90
Covington	71,387.42
Crenshaw	37,027.02
Cullman	74,654.82
Dale	39,725.26
Dallas	95,977.24
DeKalb	68,315.01
Elmore	55,942.97
Escambia	47,851.60
Etowah	99,223.56
Fayette	30,887.47
Franklin	43,419.53
Geneva	52,220.43
Greene	27,794.24
Hale	46,149.91
Henry	37,849.14
Houston	73,147.60
Jackson	60,515.41
Jefferson	550,894.18
Lamar	30,861.12
Lauderdale	78,760.15
Lawrence	47,194.06
Lee	59,197.91
Limestone	64,246.70
Lowndes	54,386.40
Macon	43,204.74
Madison	100,219.59
Marengo	61,423.82
Marion	39,593.51
Marshall	65,706.36
Mobile	154,283.82
Monroe	51,682.89
Montgomery	154,811.52
Morgan	72,678.57
Perry	45,764.68
Pickens	42,007.17
Pike	55,182.17
Randolph	45,095.39
Russell	54,064.93
Saint Clair	40,162.67
Shelby	40,795.07
Sumter	52,867.22
Talladega	80,683.70
Tallapoosa	51,577.49
Tuscaloosa	101,821.67
Walker	93,974.64
Washington	28,434.60
Wilcox	52,562.98
Winston	29,568.93
Totals	$4,274,354.30

Education - 1930
Common Schools, Improvement of

Arkansas.

EL DORADO, ARK.
NEWS

NOV 9 - 1930

Union Co. Training School For Negroes One Of Best

Aided by Foreign Funds Institution Near Smackover Opens With 241 Enrollment

By G. E. HATCHER

SMACKOVER, Nov. 8.—(Special)—Encouraged by the receipts of funds totaling $6,870 from various sources, the Union County Training school for negroes, largest and most modernly equipped colored school in South Arkansas, recently opened its 1930-31 term with an enrollment of 241 as compared with 136 at the close of the 19299-30 term.

Sources from which the new fund of $6,870 were received recently are the Rosenwald Education Fund, the Smith-Hughes Fund and the Jeans-Slater Fund. From the Rosenwald fund the school received $1,500 to apply on the building fund, $600 to maintain and operate a shop for vocational training, $30 to assist in the purchase of a radio and $40 to purchase additional books for the library.

From the Smith-Hughes fund the school received $750 to apply on salaries of teachers of various grades and $225 to apply on salaries of Smith-Hughes teachers.

From the Jeans-Slater fund the school received $200 to purchase equipment for the home economics building and $250 to apply on salaries of teachers in the home economics department.

In addition to these donations the school was deeded a tract of land valued at $100 for greater campus and school work space, this land being donated through private subscriptions from a group of civic spirited negroes of Union county.

An Unheralded Institution

Never since the Union County Training school building was completed at a cost of approximately $25,000 in February, 1929, and opened for classes in March of that year has this negro school sought or been given publicity, and it is doubtful if fifty per cent of the people of Union county, much less in South Arkansas or the state, even know of the school's existence. And it may be stated with certainty that few realize the value and importance of the work being accomplished at this school for the educational advancement of the negro race. That the school is doing wonderful work has been attested by educators from this and other states who have visited the school, all declaring that it is a model negro school of unusual efficiency.

The school is located four miles from Smackover and is accessible by a state highway. The building has six spacious class rooms and an auditorium with stage for entertainments. Seating capacity of the auditorium is 400. Theater chairs with folding cushioned seats were installed at a cost of $1,150. Built in lockers for students' garments, bubble fountatins for drinking purposes, lavatories and shower baths for both sexes, scenic settings for the auditorium stage, a radio, a library, a piano and a large campus are among other modern facilities for comfort, convenience, recretion and education.

High Standard Set

Not only is the curriculum of the Union County Training school far above the average found in negro schools but the standard set for teachers also is high. Each member of the faculty has not only the education required through comple- course but each member also has tion of a four-year high school had from two to four years training in negro colleges of Arkansas and other states. All of the teachers attended summer courses last summer extending over periods of six to twelve weeks.

With its finances strengthened by the donations amounting to nearly $7,000 this year, the school board was enabled to engage two more teachers. One of these is G. L. Anderson,; who holds a Bachelor of Arts degree from the Texas State College for Negroes, and the other is Beatrice Taylor, who had four years of training in home economics at the Arkansas State College for Negroes at Pine Bluff and also two years training at Hampton Institute in Virginia. The latter teaches home economics and seventh grade pupils while the former tacehes eighth, ninth and part of the tenth grade pupils.

Efficient Director

Directing the splendid work being carried on at the Union County Training school is L. J. Gurst, one of the foremost negro educators in Arkansas or the Southwest, whose record has made him widely known in the South. As superintendent of the school he has a multitude of varied duties but also has charge of vocational agriculture, teaches history and part of the tenth grade pupils.

In addition to the three members of the faculty already mentioned, other teachers are Lois Hankins, teacher of first and B grades; Estelle Anderson, teacher of second, third and fourth grades; Georgia Gurst, teacher of A-fourth, fifth and sixth grades. On certain days of the week music and expression also is taught.

Through financial assistance from the Rosenwald fund the training school was enabled to put on a school bus this year for the transportation of about 40 additional pupils from the Lisbon and Dry Run communities, these 40 being among the 10 additonal pupils enrolled this year in the total of 241 as compared with 136 last year.

One of the active auxiliaries of Union County Training school is the colored Parent-Teachers' association, which has provided the school with a piano and many other facilities for education and entertainment.

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Education-1930 Delaware

Common Schools, Improvement of.

JOURNAL
WILMINGTON, DEL.

APR 29 1930

DEDICATE NEGRO SCHOOL AT BELVEDERE

The new school for Negro children at Belvedere, was dedicated Sunday afternoon as the Absalon Jones School, in honor of the late Absalom Jones, pioneer Negro educator of Delaware, who was born 184 years ago, in Sussex County.

The speaker was Dr. George F. Bragg, Jr., of Baltimore, Md.

The invocation was by the Rev. J. E. Dunn, pastor of the Newport M. E. Church. Dr. Bragg was introduced by the Rev. A. E. Henry, of St. Matthews P. E. Church. The Harmony Quartette sang. Other renditions were by The New Era Octette of the Ferris Industrial School.

Miss Victoria Mattheas is principal of the school. Her teachers are Miss Natalie Vallow. Mrs. Beatrice Armstrong and Mrs. Anita Johnson.

JOURNAL
WILMINGTON, DEL.

APR 26 1930

TO DEDICATE SCHOOL

The new school for Negro children at Belvedere, will be dedicated tomorrow. It will be named Absalom Jones School, in honor of the late Absalom Jones, pioneer Negro educator of Delaware, who was born 184 years ago, in Sussex County.

The speaker will be Dr. George F. Bragg, Jr., of Baltimore, Md.

Colored Children Have Good School

Howard High Ranks Second to None for Use of Negro Pupils; System of Education Here Best in Whole Nation.

(This is the second of a series of articles on the Wilmington Public Schools.)

The system of education for the colored children of Wilmington ranks among the highest in the country, and includes one of the most complete courses in the United States.

For the colored community of approximately 12,000 in this city, there are five modern, well-conducted schools. Four of these are elementary schools, including the first six grades, and the fifth is the Howard High School, in which the classes of the seventh and eighth grades and the high school section meet.

The Howard High School is housed in the best colored school building in the United States, and the equipment, which is modern in every detail, is second to none. The scholastic rating of the institution is also among the highest, as it is one of the four colored high schools in the east to be admitted to the Middle States and Maryland Association of secondary schools and colleges. The school was admitted to the organization last September. Two of the other high school members were admitted from Washington, and the third is a Baltimore institution.

The schools in which the children up to the sixth grades are taught, are practically the same for both white and colored pupils. In the high school however, there is a slight variation of courses. Since there is little or no demand for shorthand and typing among the students of Howard school, the stenographic course is omitted, and a general business course substituted.

Special Courses.

A number of courses which are not offered in the Wilmington High School are included in the program of Howard High. For girls, there is a special course in home-making, and another course which is designated as the semi-vocational course, and is composed of such subjects as manicuring and beauty culture. For the entire school, there is offered training in personal hygiene, for which there are special instructors, and which comes under the supervision of Arthur Wheeler, health director of the Howard School, and Schools Nos. 5, 18, 21 and 29.

In the upper six grades of the colored school system. there are 810 students, and approximately 500 of these are students of the high school. Sixty-three students will be graduated this year, which shows a rapid increase in the number who are completing the prescribed course. Of these, the larger number have taken the college preparatory course, and plan to enter some collegiate institution.Last year there were 56 graduates. In 1925, the number of students who completed the four year course was only 19, but in the intervening years, the number has increased rapidly. In 1926, 24 students were graduated, and in the following year, diplomas were awarded to 28. Thirty-two completed the work in 1928. The greatest increase was last year, when there were 14 more graduates than in the previous year. In the past six years, the number has been increased by 44 graduates.

31 On Staff.

Howard High School was legally established as a secondary school in 1911. The new building was occupied for the first time in 1927. Like the rest of the local public schools, it is supported entirely by public taxation. Thirty-one people comprise the personnel of the school, and the cost of maintenance is something over $65,000 a year.

An employment bureau is conducted at the school. This is an organization which was primarily formed to find part-time employment for the pupils who attend school only half a day, or for those who want employment after school hours. There are several clubs and organizations which are important parts of the school program. Among these is a Service Club, which is a sort of charitable organization, and which, at intervals during the year, gives entertainments to the poor and takes care of Christmas and Thanksgiving donations.

Among the special organizations of the school are the guidance committee, which aids the students in selecting the courses, an art department, sewing department, and music. Special teachers are employed for these subjects in addition to those who conduct the classes of beauty culture, home-making, and the guidance teachers.

Education - 1930

Common Schools, Improvement of

D.C.

COLORED SCHOOLS GET UNEQUAL CUT IN APPROPRIATIONS

32 Per Cent of School Population Get 20 Per Cent of Money

The District of Columbia appropriation bill, carrying a total of $45,333,117 for the expenses of the government of the District of Columbia for the fiscal year ending June 30, 1931, passed the House last Thursday.

New Building Projects

The bill provides a total of $3,240,000 for additional school-building needs. Four buidling projects provided are ni divisions 10 to 13, which comprise the colored schools, and total only $650,000, a little more than 20 per cent of the amount appropriated for buildings and grounds, although colored children are about 32.4 per cent of the school population.

One item is for the erection of a junior high school building on a site already purchased in northeast Washington. The bill appropriates $200,000 for this building and authorizes the commissioners to enter into contracts for its construction at a cost not exceeding $500.000.

This item is a substitute for an eight room addition to the Lovejoy School, which the Bureau of the Budget put into the estimates for 1930. The construction of the addition to the Lovejoy School was abandoned after white residents had protested on the ground that it would be an addition to a colored school in a white neighborhood. The site is at 24th street and Benning Road, northeast.

An item is also carried in the appropriation bill for the erection of a new platoon school building for colored pupils on the same plot with the Junior High School. The sum of $200,00 is appropriated for this building, with a limit of cost of $300,000.

The scheme for this building contemplates 13 classrooms, a kindergarten home room, an industrial art room, a domestic science and music room, a nature room, two gymnasiums, and an auditorium. This school will be the second of two platoon schools that are being organized in the District public school system for experimental purposes. It will be expected to relieve congestion in the Lovejoy, Payne, Crummell and Logan schools.

Deanwood Addition

The sum of $50,000 is carried in the bill for the construction of a four-room addition to the Deanwood School. The estimate originally was for a gymnasium and assemby hall. The House appropriations committee adopted the policy of eliminating all combination gymnasiums and assembly halls proposed in the additional schoolrooms.

The bill also carried an appropriation of $200,000 for the construction of a 12 room addition to the Anthony Bowen School at 1st and M streets, southwest. An eight room building is now being erected there and this proposed 12-room addition will be to cover the abandonment of the Old Bell School and four rooms which are authorized for Syphax School.

A total of 104,020 is carried in the bill for salaries in the office of the Recorder of Deeds of the District of Columbia. This sum is $3,100 less than was recommended by the Burget Bureau.

The sum of $6,500 is provided for the instruction of colored deaf mutes.

The Industrial Home School for colored children is given a total of $72,460, which is $580 less than the amount recommended by the Budget Bureau.

Education - 1930

Common Schools, Improvement of.

Georgia

6

Negro Educational Work Is Making Rapid Progress

NEW BUILDINGS GOING UP ALL OVER STATE

The little red schoolhouse has taken a new lease on life so far as the negro children of Georgia are concerned.

Constitution

New buildings are being constructed, many of them of red brick, negro teachers are rushing into the work, to pass on their knowledge to others of their race and the state department of education is lending a helping hand wherever possible.

Walter B. Hill, special supervisor of negro education in Georgia for the past 10 years, tells of some of the work already accomplished, and of the still greater amount yet to be done.

5-26-30

Last year, Mr. Hill said, 246,019 of Georgia's negro children of the 341,963 of school age were enrolled, and negro residents of the state contributed $215,237 to the support of their schools. The bulk of the money used for development of negro education came from out of state sources, however, according to Mr. Hill, due in large measure to the "unusual situation regarding Georgia's school fund, which has made it impossible for several years to support both white and colored schools adequately."

Northern Funds Doing Work.

Accordingly, it is the money of Julius Rosenwald, of Chicago, the late Anna T. Jeanes, of Philadelphia, and the late John F. Slater, an easterner, upon which the department depends largely for buildings and upkeep of negro schools.

At present there are "Rosenwald schools" in 84 Georgia counties, according to Mr. Hill. This means, he said, that the Rosenwald fund directors co-operate with the state department of education in the building and equipping of modern public schoolhouses. The larger the school the more the directors of the fund contribute to its cost and upkeep.

Atlanta, Ga.

From the Slater fund $16,660 was used last year for promoting high schools and junior high schools, in 27 counties, while the Anna T. Jeanes fund provided industrial supervisors who taught sewing, basket weaving, rug-making and other home arts in 28 counties.

"We are trying to bring the negro school into closer relationship with the homes of the pupils," said Mr. Hill. "Our great trouble has been that we were too abstract in our teachings. But now we try to demonstrate, and have the pupils actually do what they should know how to do, if they are to be provided with a practical education which will enable them to get jobs which provide respectful and comfortable living."

There is nothing wrong with the average negro child's mind, according to Mr. Hill. They learn as quickly in most instances as the white child, with the one exception that they lack background for the refinements of a modern education. For that reason it is the homely subjects, bricklaying carpentry, plastering, machine work cooking, domestic science and the other industrial arts that are being taught.

Building $100,000 School.

"At this very time the people of Columbus are building, with assistance of the state and others, one of the most modern negro institutions in the south," said Mr. Hill. "Completed it will cost more than $100,000 and every need practically of the negro child will be provided for. And it is more schools like that one will be that we need in Georgia. They are willing enough, and some of the negro parents suffer real hardship in order that their children may stay in the classroom."

Economic pressure at home is the greatest single element working against the negro student's chances of finishing his school work, however, records of the school department show. Few get into high school because they have to go to work as quickly as they reach working age and can get a job, and for that reason negro high schools are made up almost entirely of girls, Mr. Hill said.

It also is unfortunate at the present, he declared, that the larger negro boys in school in many cases represent those of weaker intellect. "The intelligent boy can get a job and keep it," he said, "while his weaker brother cannot, and therefore remains in school. It forms one of our big problems, but we are working it out quickly as possible, and hope within the next few years to be able to provide all deserving negro children with facilities for at least a good, practical education."

Sparta, Ga., Ishmaelite
Thursday, March 6, 1930

NEGROES ERECTING NICE SCHOOL HOUSE

The negroes of the Eastend section of this city are building one of the most attractive school buildings in this section which will take the place of the one which was torn down on account of its unsafe condition. The building now being erected is of wood with fire-proof roof and the plans are along the modern lines. The cost of the new school building is being paid by the city and county school boards, a public subscription among the negroes, who are patrons, and the Rosenwald fund. They hope to have the building finished in a short while.

Atlanta, Ga., Journal
Sunday, May 25, 1930

Great Percentage Of Georgia Negro Children in ~~School~~

By Associated Press

The little red schoolhouse has taken a new lease on life so far as the negro children of Georgia are concerned.

New buildings are being constructed, many of them of red brick, negro teachers are rushing the work, and the State Department of Education is lending a helping hand wherever possible.

Walter B. Hill, special supervisor of negro education in Georgia for the past ten years, Saturday told of the work already accomplished, and of the still greater amount yet to be done.

Last year, Mr. Hill said, 246,019 of Georgia's negro children out of the 341,963 of school age were enrolled, and negro residents of the state contributed $215,237 to the support of their schools. The bulk of the money used for development of negro education came from out of state sources, however, according to Mr. Hill, due in large measure to the "usual situation regarding Georgia's school fund, which has made it impossible for several years to adequately support both white and colored schools."

Savannah, Ga. News
Sunday, May 25, 1930

more schools like that one will be that we need in Georgia. They are willing enough, and some of the negro parents suffer real hardship in order that their children may stay in the classroom."

ANOTHER PUBLIC SCHOOL PROVIDED NEGRO CHILDREN

Independent

7-24-30

Atlanta, Ga.

By unanimous vote of the City Board of Education, the valuable Walker Street school property has been designated for use hereafter as a Negro school, a step of great importance which will go far to relieve the present congestion in nearby colored schools. The plant is modern, commodious and in good repair and will provide for many hundreds of pupils.

The Board's action rewards long and persistent effort on the part of the local interracial committee, the Christian Council, and other public-spirited groups and individuals. The transfer of the property was recommended also by the city superintendent of schools, Dr. Willis A. Sutton, who has shown himself at all times fairminded and impartial in his administration of the city schools.

NEGRO CHILDREN IN STATE GETTING PRACTICAL EDUCATION

Atlanta, May 24 (AP).—The little red school house has taken a new lease on life so far as the negro children of Georgia are concerned.

New buildings are being constructed, many of them of red brick, negro teachers are rushing into the work, to pass on their knowledge to others of their race, and the state department of education is lending a helping hand wherever possible.

Walter B. Hill, special supervisor of negro education in Georgia for the last ten years, today told of some of the work already accomplished, and of the still greater amount yet to be done.

Last year, Mr. Hill said, 246,019 of Georgia's negro children of the 341,963 of school age were enrolled, and negro residents of the state contributed $215,237 to the support of their schools. The bulk of the money used for development of negro education came from out of state sources, however, according to Mr. Hill, due in large measure to the "unsual situation regarding Georgia's school fund, which has made it impossibie for severals years to adequately support both white and colored schools."

Accordingly, it is the money of Julius Rosenwald of Chicago, the late Anna T. Jeanes of Philadelphia, and the late John F. Slater, an Easterner, upon which the department depends largely for buildings and unkeep of negro schools.

At the present there are "Rosenwald schools," in eighty-four Georgia counties, according to Mr. Hill. This means, he said, that the Rosenwald fund directors co-operate with the state department of education in the building and equipping of modern public school houses.

From the Slater fund $16,660 was used last year for promoting high schools and junior high schools, in twenty-seven counties, while the Anna T. Jeanes fund provided industrial supervisors who taught sewing, basket weaving, rug making and other home arts in twenty-eight counties.

"We are trying to bring the negro school into closer relationship with the homes of the pupils," said Mr. Hill. "Our great trouble has been that we were too abstract in our teachings. But now we try to demonstrate, and have the pupils actually do what they should know how to do, if they are to be provided with a practical education which will enable them to get jobs which provide respectful and comfortable living."

There is nothing wrong with the average negro child's mind, according to Mr. Hill. They learn as quickly in most instances as the white child, with the one exception that they lack background for the refinements of a modern education. For that reason it is the homely subjects—brick laying, carpentry, plastering, machine work, cooking, domestic science, and the other industrial arts that are being taught.

"At this time the people of Columbus are building, with assistance of the state and others, one of the most modern negro institutions in the South," said Mr. Hill. "Completed it will cost more than $100,000, and every need practically of the negro child will be provided for. And it is

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Commerce, Ga., News
Thursday, December 4, 1930

NEGRO SCHOOL MOVES INTO NEW BUILDING

The negro school building, which has been under construction for the past several weeks, was completed before the Thanksgiving holidays and the students began the first day with an attendance of fifty eight. This new institution will seat a hundred pupils, a much larger number than that of the former building. Containing many of the modern conveniences of school equipment, this building in every way proves itself a great improvement over the old building.

Education-1930

Kentucky

Common Schools, Improvement of.

COVINGTON, KY.
KENTUCKY POST

OCT 16 1930

Tax increase

MORE than ordinary interest is manifest in the Covington School Board fight.

The issue is whether low or high bids are to be accepted for public work, and behind this is the question of extravagance.

The people of Covington willingly voted $250,000 for a new Negro school. This school is badly needed and has been needed for some time.

The School Board authorized or consented to the architect preparing plans which would have provided for the expenditure of $343,000 to $355,000.

By refusing the lowest bid the school is now going to cost $355,000 when it is completed.

The School Board, in order not to exceed its authorized budget, decided to let the contract for part of the school year and then next year it will pay from the general fund the remainder.

But all in all, the building the School Board expects to erect is going to cost in the long run, $355,000.

Had the contract been let to the lowest bidder the cost would have been $343,000.

No one wishes to prevent the Negro school from being up-to-date and modern in every way, and the $250,000 which the people voted should make possible the erection of a building of which the city should be proud, and one capable of serving for many years to come.

In modern architecture it is possible to so construct buildings that when the quarters become cramped it is possible to made additions without interfering with the original construction.

The $355,000 building, no matter whether it is paid this or next year, is going to cause an increase in taxes of five cents for each of the next three years, and it's just possible that the present School Board would find some other way of increasing taxes to carry out their plans.

Covington people should reorganize the School Board and then direct that new bids be received and that the building for the present be kept within the sum voted for the bonds.

COVINGTON, KY.
KENTUCKY POST

SEP 30 1930

$93,000 Too Much

THE majority of the Board of Education proposes to spend $172,000 more on the Negro school at Ninth and Greenup, than it took to pay for the complete Holy Cross School, dedicated Sunday in Latonia.

This is exclusive of the cost of the ground.

The Holy Cross School was completed at a cost of $95,000.

The city of Covington has $192,000 to spend on the Ninth and Greenup school, yet the school authorities propose to exceed this sum by $75,000 or more.

The Holy Cross School consists of 17 classrooms, an auditorium seating 500 persons and a cafeteria.

The Ninth and Greenup-st school will contain about 30 classrooms, with an auditorium also seating 500, and with a cafeteria.

The construction will be much the same in the two buildings.

The Ninth and Greenup-st school is not twice as big as the Holy Cross School, yet it is proposed to spend nearly three times as much on the actual structure.

The people voted $250,000 for this school.

The School Board proposes to spend $343,000 if the contract is let to the low bidder or $355,000 if the contract is let to the next higher bidder.

If the school is built according to present plans the School Board will force the city of Covington next year to apportion five cents more of the tax money to the school fund and thus compel the city to increase taxes, for with the school constantly asking for more money, there is less for the city to handle in the administration of its own affairs.

Since the people voted but $250,000 for the school, of which $192,000 remains after payment for the ground, it is up to the School Board to see that a $192,000 building is erected.

When bonds are voted for a specific purpose, we contend that the authorities have no right to exceed the appropriation.

Certainly $93,000 to $105,000 is too much out of line.

Maysville, Ky., Bulletin
Wednesday, August 13, 1930

SUIT FILED

To Compel Maysville Water Company To Extend Service To New Colored School

The Maysville Water Company was made defendants in a suit filed by the Maysville Board of Education, asking that a mandatory injunction be granted requiring and compelling the Water Company to extend to the Colored School Building on the Fleming Road, and to lay necessary mains and make proper connections to make available the public water supply of the City of Maysville, both fire and private use.

Attorney B. S. Grannis represents the plaintiff.

Education-1930

Maryland.

Common Schools, Improvement of

Herald-Commonwealth
11-29-30

Baltimore, Md

HIGHER EDUCATION FOR THE NEGRO YOUTH OF MARYLAND

The Maryland General Assembly meets in January and it is vitally necessary and is the duty of the Negro citizen-taxpayers of Maryland to lay before Governor Ritchie and the General Assembly the inperative need of a college of higher learning for the training of the colored boys and girls of the State.

The presentation should be made clear and strong in order that the Governor and the members of the Legislature can be convinced of the wisdom, fairness and justice of establishing such an institution or providing Morgan College, the only college for the higher training of Negro youth in Maryland. Morgan College is in every way the school to which the State should give adequate suppor that it might be enabled to do the work which a state institution should do, but which cannot be done by a state school because the State does not provide such a school.

The State amply provides in the University of Maryland higher training for the white youths of the State but no Negro is permitted to attend the University of Maryland and accepting conditions as they are, Negroes are not asking that their children be admitted to the University. They do ask and are going to contend and insis that the State provide equal facilities for the higher training of Negro youth as are provided for the white youth of Maryland.

More than TWO MILLION DOLLARS ($2,000,000) are appropriated for 1931 for the support and maintenanc of the University of Maryland nad the white colleges —Schools for higher education—aided by the State and which are required to grant scholarships to a certain number of white students.

Negro citizens-taxpayers are not asking for any such appropriation. Negroes constitute one-sixth of the population of the State and in all fairness and justice, i separate institutions are established by the State, a fai and equal portion of the funds provided for educatio should be allotted to them.

It will no doubt surprise and astound hundreds of thousands of fair-minded white men and women of Maryland that while more than two million dollars are spen by the State for the higher training of white young me and women only $22,000 is spent to aid the training of Negro young men and women and that that amount given to Morgan College, the only Negro college in Maryland, is regarded by the State authorities, through whom the grant comes, as a donation or charity to the Negro race.

This is an inequality, and injustice that should be remedied without delay.

A careful study of the disproportion of the benefits of education provided by the State for Negro youth and that for white youth should be studied by every individual, white and colored, interested in the walfare of the State and the administration of justice to all classes and races and efforts by them should be undertaken to right the present wrongs in the State's educational policy.

That collegiate training is absolutely needed and that in the teaching profession alone Morgan College is performing the work that a State institution should do, we cite the following facts:

1. There are 19 colored high schools in Maryland.

2. The Principals of 13 of these high schools are Morgan College graduates.

3. Over 60 per cent of the high school teachers in colored schools in Maryland are Morgan College graduates.

4. The Principal of the State Normal School at Bowie Maryland is a graduate of Morgan College as well as several of his teachers.

5. The Principal and Vice Principal of the Douglass Senior Junior High School in Baltimore are Morganites.

6. The Principal of each Junior High School in the City, excepting one, is a Morgan graduate.

7. A large percentage of the Principals and teachers in elemenary schools of the City received their collegiate training at Morgan College.

All of these graduates, undergraduates of Morgan College secured their education through the toil and sacrifice of their parents and themselves without a dollar of aid from the State and Morgan College received only the pittance of $22,000 in very recent years while other institutions were amply provided for and white students, children of parents in far better circumstances than Negro parents, were beneficiaries of scholarships.

We submit that greater burdens in the education of their children should not be imposed upon the poorer and underprivileged group of tax-payers than upon the wealthy and privileged.

Missouri

Education—1930

Common Schools, Improvement of.

ST. LOUIS, MO.
GLOBE-DEMOCRAT

APR 19 1930

PERMIT TO ERECT NEW NEGRO SCHOOL SOUGHT

Three-Story West Belle Edifice Would Cost $250,000.

Application for a permit to erect a new $250,000 Negro school on the south side of Enright avenue between Vandeventer avenue and Sarah street was filed with the Building Department of the city yesterday by the Board of Education. The permit will be issued today.

The application shows that the school will be three stories high and will contain 23 rooms. It will be of brick construction and have ground dimensions of 73 by 165 feet.

The school will be built on property recently purchased by the Board of Education for $91,400, having a frontage on Enright of 385 feet and a depth of 218 feet.

The architecture of the new building, which will be known as West Belle Public School, will be modernistic. Residents of the district have long complained at the delay in building a new school, but officials have explained they have been unable to get a sufficient tract of ground at a reasonable price.

Education - 1930

Common Schools, Improvement of.

North Carolina

Winston-Salem, N. C. Sentinel
Tuesday, April 1, 1930

$41.91 INVESTED IN NEGRO PUPIL

Average Value of Each of 2,417 Schoolhouses Is $4,511.

W

Raleigh (UP).—Average value of each of the 2,417 schoolhouses used by negro children of the State is $4,511, average investment in each of the 6,126 classrooms in these buildings is $1,780, and the average per pupil investment is $41.91, according to the current issue of State School Facts, published by the State Department of Public Instruction.

Total investment in public property used by negro children s $10,902,644, which amount represents $9,796,559 invested in sites and buildings and $1,106,085 in equipment. This total, School Facts points out, is more than the value of all public school property used by both white and negro children in 1914-15, and is in striking contrast to the total investment of only $470,806 in 1904-05.

Nearly 57 per cent., or $6,183,805, of the total value is used by the 66,577 pupils in city or charter schools and the remaining $4,718,840 by the 193,558 rural children. In other words, the departmental publication continues, 74 per cent. of the negro enrolment use 43 per cent. of the school property when measured in terms of appraised value.

More than one-half of the value of city property and nearly one-third of all negro property, both rural and city, is located in the eight largest city school sytems of the State, Greensboro, Asheville, Durham, Raleigh, Winston-Salem, High Point, Charlotte and Wilmington. This investment in these cities amounts to $3,562,195 and represents forty-five buildings with an average value of $79,160.

The school property in these eight largest school systems have an average pupil investment of $130.78, more than five times the rural per pupil investment of $24.38 in public school property.

Winston-Salem, N. C. Sentinel
Monday, May 26, 1930

NEGRO EDUCATION IN STATE IS HELD AS MODEL FOR OTHERS

Raleigh (AP).—North Carolina's progress in the solution of the problem of negro education has attracted such favorable national notice that the State now is held up as a model for states where less progress has been made, it was revealed here today by N. C. Newbold, director of the division of negro and Indian education.

Mr. Newbold has just completed approximately three months work in Mississippi and Louisiana, where he aided in introducing in those states methods used successfully in North Carolina. He was selected for this work by the General Education Board of New York largely on the strength of North Carolina's achievements in negro education.

Mr. Newbold was granted a leave of absence from his duties in North Carolina to carry on the work in Mississippi and Louisiana.

Goldsboro, N. C. Argus
Wednesday, July 2, 1930

EQUAL EDUCATION FOR ALL.

A picture appeared in the front page of the News and Observer that will create quite a stir before the last is heard of it. A white boy and a Negro girl stood on either side of Governor Gardner with awards they received for excellent work in contests in which they participated. The cup that the boy carried appeared to be no larger than the cup which the girl had in her arms. The boy stood squarely on both feet. The girl, typical of her race, stood on one foot. The boy held the cup rather proudly. The girl, again typical of her race, was more or less nonchalant about displaying it. The cups, in fact, were the same. The students won high school prizes for proficiency in preparing essays. Just back of Governor Gardner and the winners of the contests in the picture stood a piece of statuary reminiscent of the late Governor Charles B. Aycock who advanced the idea of equal education for all in North Carolina.

It is little wonder that the state of North Carolina is known as an advanced state. The idea exists that because eastern states have no "Jim Crow" laws they are more liberal with the Negro race than this state, but if one observes he will find that the idea is unfounded. North Carolina is a progressive state and her people are coming to realize that greater harmony between races is brought about when the good qualities of the Negro race are recognized and when the Negro is taught some of the responsibilities of citizenship. The Negro pays taxes. He is denied many privileges that the white man regards as inherent. We will not debate the justice nor the injustice of this. But North Carolina is a Christian state and its people profess to believe in the philosophy of the man whom they worship.

The Governor of North Carolina recognized the intellectual qualities of a Negro girl who was able, above all other Negro high school students in the state to prepare an essay on the values of the Governor's plan of living at home. The paper was weighed by capable judges and was found, regardless of its value, superior to all others submitted by her race.

Until the white man teaches the Negro, by precept and example, that race pride and responsible citizenship are productive of inter-racial harmony, we cannot expect that it will exist. And one of the great problems of this state, greater than roads and industries and schools combined, is the one of harmony between races. We feel that the cleavage between the races is definitely established biologically and that nature has erected a barrier that will forever seperate the races, regardless of what may occur in the future. Mexico, for example, bears out the assumption.

The recognition Governor Gardner gave the best contestants in the state-wide effort deserves the approbaion of every serious minded citizen.—Rocky Mount Evening Telegram.

Greensboro, N. C. News
[illegible] 1930

NEWBOLD SAYS NEGRO HAS BETTER SCHOOLS

State Head of Negro Education Outlines Recent Advances of Race.

A NATIONAL PROGRAM

Some interesting facts on the increase in educational facilities for negroes in North Carolina were presented before the faculty and students of A. and T. college yesterday by N. C. Newbold, head of the division of negro education of the state department of education.

Negro education has taken a decided step forward in the last few years, the speaker declared, and termed the advance a part of a general drift toward better things in American life. He presented some findings made by the committee of the National Education association in its co-operation with the National Association of Teachers In Colored Schools. Five recommendations made by the committee were discussed by the speaker. The five are outlined below.

1. That surveys be made by the committee.
2. That programs of the National Education association at the general sessions include an address by a negro leader.
3. That a negro musical organization be invited to furnish music at one of the general sessions programs.
4. That the National Education association give its support to the preparation of a motion picture to describe on a factual basis the history of negroes in America.
5. That the committee be a permanent one and have budget support.

Charlotte, N. C. News
Sunday, July 20, 1930

Negro School Work Starting

Four Thousand Mecklenburg Children Ready; Start at 7:45 O'clock.

It is estimated 4,000 negro children of Mecklenburg County will answer the school bell tomorrow morning at 42 rural schools and will begin their class work under the direction of 93 teachers, according to County Superintendent of Schools Frank A. Edmonson.

The negro schools will operate for a six-month term, with two months running from July 21 to September 15, following which there will be a two-month recess for cotton picking, and then the remaining four months following December.

The school day for the negro children will begin bright and early, with classes starting up at 7:45 o'clock in the morning and ending at 2:30 o'clock in the afternoon. This early start allows the children to get in a day's work at school and still assist their families with the late Summer farm work.

High Point, N. C. Enterprise
Sunday, November 23, 1930

THE PROGRESS OF A NEGRO SCHOOL.

Friday night saw the formal opening exercises of the new auditorium, gymnasium, Emily Howland library and classrooms at the William Penn negro high school on East Washington street. William Penn is reputed to be one of the most modern and completely equipped negro schools not only in North Carolina, but in the entire south. Founded as a private school under the direction of the New York Yearly Meeting of the Religious Society of Friends, it came under city maintenance in 1923. Since its organization it has so grown and progressed until it has become a credit to both the city and the state.

The new building is modern in every detail, containing dressing rooms, lockers and showers and numerous conveniences for the students. The old classroom building has been remodeled and brought up to date in all respects. The teaching staff is of high calibre.

Several prominent school men and educators of this city were present at Friday night's exercises to compliment the school on its attainment to so high a rank among the negro schools of the south. Its progress has been indeed remarkable. At the present time approximately 250 negro boys and girls are receiving an education within its classrooms, whereas some years ago the only negro schools in this city were located in the basements of other school buildings. The improved provisions for the children of negro High Point citizens by the city school board is indicative of a fine spirit of progressiveness and the lack of those petty prejudices which have, in the past, hampered the development of many southern towns.

In particular are T. Wingate Andrews, superintendent of city schools, and Prof. E. E. Curtright, principal of William Penn, to be congratulated, for it was they who worked and planned together for the achievement that now stands worthily as a result of their efforts.

The new building represents, as Mr. Andrews said, an improved opportunity, and it remains for the negro citizens of this community to take advantage of that opportunity, to see that their children attend that school imbued with the proper attitude towards it as a place wherein they, in turn, may learn to be good citizens and worthy additions to the city.

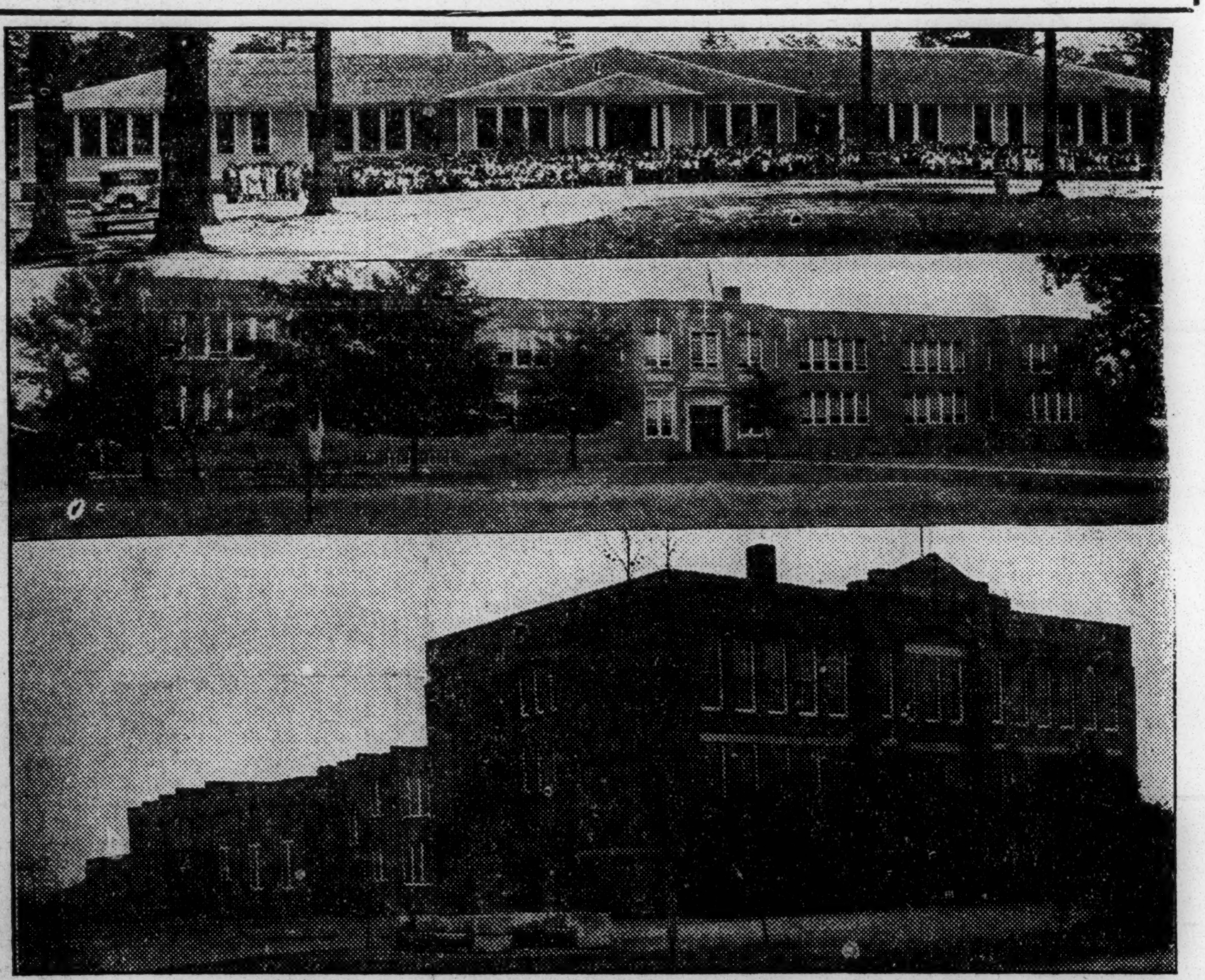
South Carolina

Education—1930

Common Schools, Improvement of.

Columbia, S. C. State
Sunday, May 4, 1930

HARTSVILLE'S PUBLIC SCHOOLS THRIVING



Educational background of the city school system of Hartsville. Bottom: $130,000 high school, with one of the most up-to-date indoor basketball stages in the state. In the high school, home economics and commercial subjects are offered to students in addition to the regular required fundamentals. Center: $115,000 grammar school. Top: $30,000 Negro school. There are 43 teachers and 1,251 pupils in the Negro schools, the latter occupying three buildings; the one shown in picture, valued at $30,000, then a home economics structure costing $4,000 and the grammar school valued at $1,800. Negro pupils receive training in farm shop work, manual training and school gardening. J. H. Thornwell, superintendent of the city school system, has been with the Hartsville schools for 11 years. The longer he remains, the better he is liked. An educator of first rank, a Christian gentleman and a super-citizen.

F. C. C.

Education—1930

Tennessee

Common Schools, Improvement of

Chattanooga, Tenn. Times
Sunday, May 4, 1930

RADIOS TO BE PLACED IN CITY'S NEGRO SCHOOLS

A number of Negro schools will install radios for the benefit of the pupils, it was announced yesterday by Supt. W. T. Robinson, of the city schools.

Two of the schools have radios which have recently been installed, according to Supt. Robinson. One of the radios was placed in the Joseph E. Smith school through the help of the Julius Rosenwald fund, half of the price of which was raised through the school.

Another has been placed in the Orchard Knob school through the work of John P. Greer, principal. At this school loud speakers have been installed in the corridor, in the cafeteria and the assembly room. Music is rendered during the lunch hour and at recess and programs particularly adapted to school work are received during the school hours.

Education-1930

Tennessee

Common Schools, Improvement of

Famous School Buses

Shelby County, Tennessee, Miss Sue M. Powers, county superintendent, has a new fleet of 33 busses of superior quality and beauty, the bodies of which have been made by school boys of the county. In each of the 33 busses safety has been stressed. The bodies are sturdily built of hardwood and steel with a minimum of glass and an emergency door.

It is a remarkable demonstration of economy, saving the county a large sum and at the same time making it possible for several boys to continue their education, and it is an education in itself.

The work is done after school hours, on Saturdays and holidays, and during vacation. The boys are paid each week for the work done during the week.

The business men of Memphis, the county seat, are bidding for a chance to get these boys, for they have demonstrated ability and devotion to their work.

This is another example of Southern achievement in public education.—Journal of Education.

Advertiser

3-2-30

Montgomery, Ala

Education- 1930

Denominational Schools.

5 COLLEGES MAY BE DROPPED BY A. M. E. CHURCH

Plans To Effect That End Just Put Into Operation

BY A. M. E. LEADERS

Churchmen Warn Of Danger In Political Snubs

WASHINGTON, D. C.—CNS—Only Wilberforce University and five of the ten other colleges now operated by the African Methodist Episcopal Church will be maintained and operated by that church organization in the future, under plans set in operation here last week at the meeting of the Board of Finance and the Board of Church Extension, which was attended by seven Bishops, nine general officers, and representatives from every state in the country, with a constituency of 600,000 members.

Journal and Guide

The action, which looks forward to a complete revision and reorganization of the educational work of the church schools, took the form of the appointment of a committee to make a survey of the educational work of the church with the view toward recommending the reduction of their number from 11 to 6. The committee will report to the Bishops' Council which meets in San Antonio, Texas, June 26. It is composed of the following churchmen: Dr. A. S. Jackson, secretary of Education of the A. M. E. Church; Dr. John R. Hawkins, financial secretary; and the presidents of Wilberforce University, Kittrell College, Edward Waters College, Morris Brown University, Allen University, and Shorter College.

Protest Parker Nomination

The leaders present adopted a resolution protesting the nomination by President Hoover of Judge Parker of North Carolina as an associate justice of the U. S. Supreme Court.

Another important action of the Finance Board was the designation of a special commission to fix the limit of membership for the next General Conference to meet in 1932. The commission will report to the Bishops Council in June.

4-26-30

The fifty-eighth annual report of the department of finance and the eighteenth report submitted by Dr. John R. Hawkins, as secretary of this body, was presented giving an itemized account of the reports from ninety conferences with a total of $375,430.79. In the disbursements, over $125,000 was allotted as pensions to superannuated ministers, widows, and orphans of deceased ministers.

Norfolk, Va.

The total "Dollar Money" reported by members paying dollars each since the inauguration of this system in 1872 is $9,161,642.00. Of this amount, $5,536,331.00 have been reported and accounted for under the administration of Secretary Hawkins.

The finance board is composed of Bishop A. L. Gaines as chairman and one member from each of the Eighteen Episcopal Districts, covering the entire United States, Canada, Nova Scotia, Bermuda, the West Indies, South America, West Africa and South Africa. The fifteen American districts were all represented as follows:

Noted Divines Attend

Bishop A. L. Gaines, chairman, Baltimore, Md.; Rev. H. H. Cooper, Philadelphia, Pa.; Rev. C. H. Wesley, Washington, D. C.; Rev. J. A. Haithcox, Columbus, Ohio; Rev. J. P. Q. Wallace, Indianapolis, Ind.; Rev. J. R. Ransom, Topeka, Kansas; Rev. I. G. Glass, Thomasville, Ga.; Rev. E. A. Adams, Columbia, S. C.! Rev. J. W. Hair, Jackson, Miss.; Rev. H. C. Terrell, Birmingham, Ala.; Rev. A. G. Winn, Terrell, Texas; Rev. A. I. G. Richardson, Quincy, Fla.; Rev. W. T. Eskridge, Helena, Ark.; Rev. G. T. Stinson, Shreveport, La.; Rev. G. F. David, Lexington, Kentucky; Rev. W. D. Miller, Oklahoma City, Okla.

Other Bishops in attendance:

Bishop W. T. Vernon, Detroit, Mich.; Bishop J. H. Jones, Wilberforce, Ohio; Bishop W. A. Fountain, Atlanta, Ga.; Bishop A. J. Carey, Chicago, Ill.; Bishop J. A. Gregg, Kansas City, Kan.; and Bishop William D. Johnson, Plains, Ga.

At the annual session of the Board of Extension of the A. M. E. Church here Wednesday the secretary, Dr. A. J. Wilson reported that loans amounting to more than $750,000 had been made to individual churches throughout the connection since the organization of the church extension department.

Discuss Politics

Discussing the political situation of the Negro, Bishop Vernon said:

"I wish we could inform the President that seven Bishops are coming to see him, and then tell him that unless there is a change that we will go fishing or vote for someone else next November."

A.M.E.

EDWARD WATERS UNDER HAMMER OF SHERIFF

Florida School Mortgaged for $60,000 in Last Two Years.

NO DEBTS IN 1928

Afro-American

White Lumber Co. Now Owns A.M.E. College.

3-13-30

JACKSONVILLE, Fla. — The $358,000 plant of Edward Waters College was sold Tuesday for $46.75.

The plant brought this amount at a sheriff's sale to satisfy six judgments.

Baltimore, Md.

Creditors were Putman Lumber Company, $1,411; Jacksonville Sporting Goods Co., $241; Bell Music Co., $102; Duval Sporting Goods Co., $359; Carolina Portland Cement Co., $227.87; and the H. and W. B. Drew Co., $126, all white.

The property was bought by the Putman Lumber Company and is subject to a $60,000 mortgage.

Debt Free 2 Years Ago

Bishop J. S. Flipper, who presides over the 11th Episcopal District of the A.M.E. Church, whcih includes Florida, is chancellor of the school, and succeeded Bishop John Hurst, who was transferred to South Carolina in 1928.

When Bishop Hurst left, the college was debt free except a small amount owed for materials used in erecting the Lee Seminary. In these two years, matters with the college have gone from bad to worse, and the mortgage indebtedness of $60,000 incurred.

10 Buildings on Campus

The physical plant of the college consists of the campus and athletic field of 16 acres valued at $75,000; ten buildings valued at $191,000 and equipment valued at $92,000.

In addition to this property the college owns 12 lots in South Jacksonville, 12 lots in Sweetwater, 13 acres in Hibernia, 60 acres at High Springs and 680 acres near South Jacksonville, the gift of the Florida East Coast Railroad.

Lee Seminary Cost $200,000

The chief buildings on the campus include a centennial building erected in 1916 at a cost of $40,000, used for an administration, auditorium and trades building, the Lee Theological seminary building built by Bishop Hurst, erected in 1927, four stories in height, containing a chapel, recitation rooms, a library room, offices and dormitories, valued at $125,000 with equipment worth $75,000.

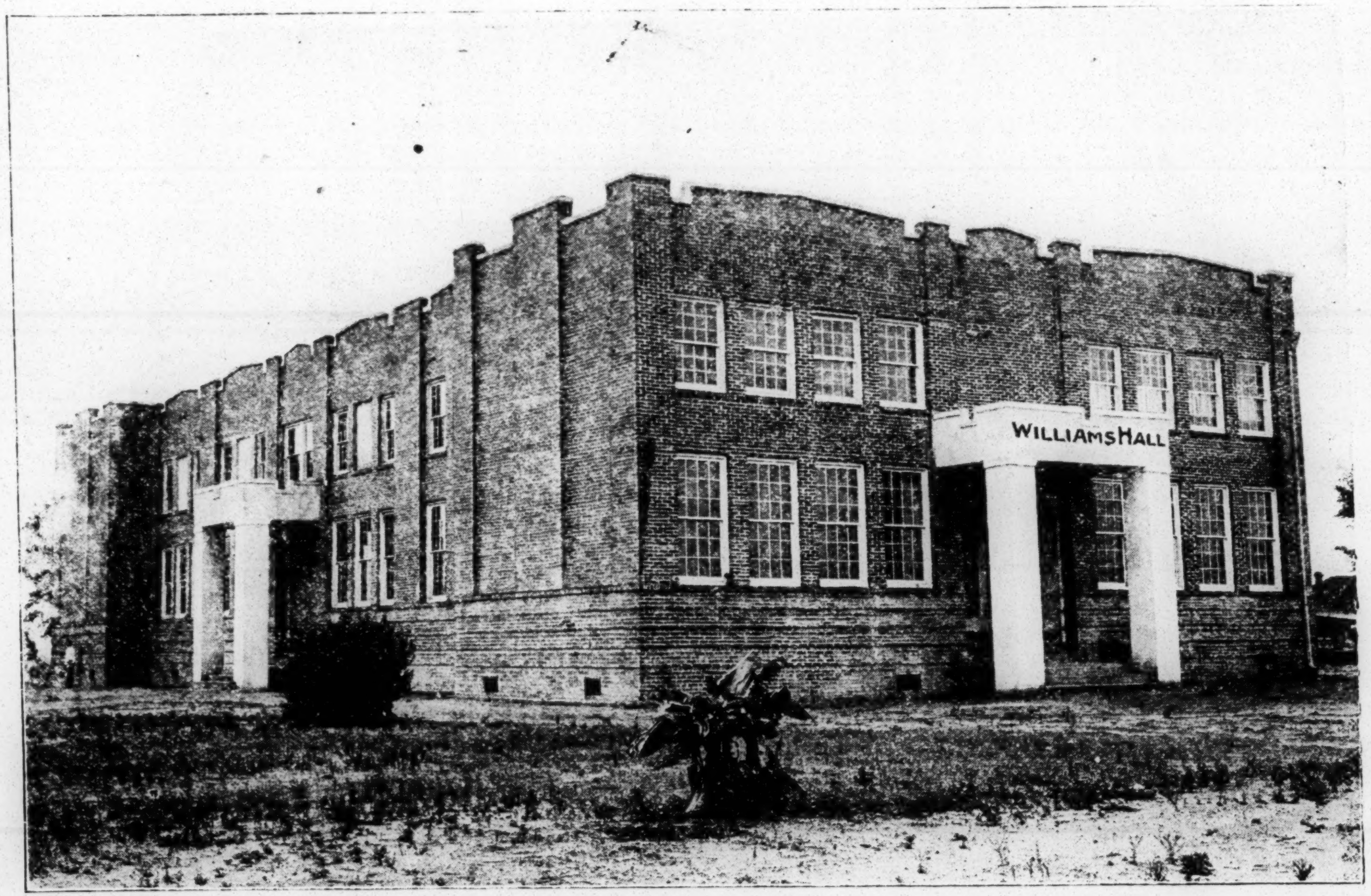
In addition to these buildings there are the bishop's residence, the president's residence, the deans' residences and three teachers' houses.

Enrollment included 27 college students, 11 normal school students, 14 theological students, 532 elementary students and a faculty of 32.

Under Bishop Hurst, church appropriations for education at Edward Waters increased from $40,000 in 1922 to $75,000 a year in 1926-27. The total yearly budget was $110,000 in 1928.

Education-1930 C.M.E.

Denominational Schools.



HOLSEY INSTITUTE

Christian Index 10-2-30 Jackson, Tenn

This institution of learning is named for the immortal Bishop L. H. Holsey who was a pioneer, along with Bishop Lane, in the educational work of the Church. It is located in Cordele, Ga., and fills the place that no institution in our Methodism can fill in that section of the state. The fine Administration building shown above was built under the administration of Bishop R. S. Williams, who labored hard to give a school for the under-privileged boys and girls of Georgia. Mr. O. B. Hines was the architect and builder. Holsey bids fair to be one of the best secondary schools in the Connection.

Education - 1930

Episcopal

Denominational Schools.

RALEIGH, N. C. IS FAVORED AS NEW LOCATION FOR IT

Journal and Guide

$10,000 Campaign To Be Launched For Its Benefit

12-20-30

BY CLEVELAND G. ALLEN

NEW YORK, N. Y.—Prominent Negro clergymen and educators of the Protestant Episcopal Church, at a conference held here at the St. Martin's P. E. Church, on last Monday evening voted to move the Bishop Payne Divinity School from its present location in Petersburg, Va., to Raleigh, N C. It was also voted to launch a financial campaign in the churches to raise $10,000 to go towards the support and maintenance of the institution. Twelve of those present voting for the removal of the school were graduates of the Bishop Payne Divinity School and were most enthusiastic for the change.

Norfolk, Va.

The conference which was brought about at the suggestion of the Rev. Dr. Robert W. Patton, director of the American Church Institute for Negroes, is one of a series of regional meetings that will be held throughout the country to gather opinions relative to the advisibility of changing the location of the seminary, and to discuss plans that would tend to strengthen the influence and work of the school.

The session began with a dinner served by a committee of ladies of the church. The conference was welcomed in an address by the Rev. J. W. Johnson, rector of St. Martin's. Rev. Samuel W. Grice, of Petersburg, Va., presided. He told of the splendid service that the Bishop Payne Divinity School had rendered in training the leaders of the church and said that all should be interested in its future.

Dr. Patton in outlining the call of the conference said that for sometime the status of the Bishop Payne Divinity School had been under discussion, and that the question was being considered of whether or not its removal to another center would not be for the best interest of the school. He said that in order to get the opinion of the alumni and others interested in the school he had suggested the conference to discuss the matter.

The resolution adopted by the conference urged in addition to voting for a removal of the school that one or two colored men be on the faculty that the school have a larger curriculum and a larger faculty, that opportunity be given for all degrees in theology; that a colored man be on the board of trustees; and that wider attention be given the work of the school. The conference advocated that the Bishop Payne Divinity School should be maintained as the leading Negro seminary of the Protestant Episcopal Church.

The financial campaign which the conference voted to launch to raise $10,000 will go towards equipment and other urgent needs facing the seminary at the present. $2000 towards the fund was subscribed by the conference. A committee was appointed consisting of Revs. John R. Logan, of Philadelphia; J. W. Johnson, of New York; and George M. Plaskett to work out plans for the inauguration of a national campaign among the Negro Episcopal churches.

Those who made addresses in favor of the proposed plan to enlarge the scope and work of the Bishop Payne Divinity School were Wallace Battle, field secretary of the American Church Institute; Dr. H. C. Bishop, rector of St. Philip's P. E. Church, N. Y.; Dr. George Frazier Miller, of Brooklyn; Rev. John R. Logan, of Philadelphia; Rev. Floarda Howard, rector of St Jude's, N. Y.; and Prof. A. H. Turner, of the St. Paul Normal School, Lawrenceville, Va.

Others present were Prof. Henry Hunt, of Fort Valley, Ga.; S. E. Henry, Delaware; Revs. J. Edmead, New York; John T. Ogburn, Syracuse, N. Y.; Robert W. Tabb, Philadelphia; Arthur G Best, New York; M. J. Williams, New Jersey; Claudius Nero, Mt. Vernon; F Ricksford Meyers, New York; Arthur G. Moore, Philadelphia; Joseph H Hudson, Philadelphia; James W. Mitchell, Cambridge, Mass.; W. N. Harper, Jersey City; Frank Brown, Rochester; and William McKinney, Jamaica, L. I.

EDUCATORS MEET AT ST. AUGUSTINE

Journal and Guide

10-18-30

School Problems Are Discussed

RALEIGH, N. C.—(ANP)—Principals of the various schools of the American Church Institute, met at a conference at the St. Augustine College, here on last Monday, and discussed problems of standardization and certain uniformity making for greater efficiency in the entire system of schools under the control of the American Church Institute Board.

Norfolk, Va.

The Conference was called by Dr. Robert W. Patton, executive secretary of the American Church Institute, and Wallace Battle, field secretary of the board.

Among the principals in attendance at the conference were Profs. Edgar Gould, Alvin Russell, H. A. Hunt, and J. E. Blanton. It was announced at the conference that in the last three years St. Augustine College has spent more than $300,000 in buildings and equipment, and now ranks as a Class A College. Other schools of the American Church Institute that have been better equipped recently are the Fort Valley High and Industrial School, in Georgia, and the St. Paul Normal School, in Virginia. The American Church Institute, which is under the control of the Episcopal Church, maintains eleven schools for the education of the Negro in the South

Education - 1930

Denominational Schools.

Methodist Episcopal

Chattanooga, Tenn., Times
Saturday, October 4, 1930

NEGRO METHODISTS WILL OPEN SCHOOL

To Operate Training Institution for Rural Ministers at Morristown.

Members of the East Tennessee conference of the Methodist Episcopal church, colored, voted unanimously yesterday to open a school at Morristown college for rural ministers of the conference. The school will be devoted to teaching of methods of conducting a church.

Dr. R. G. Morris, of the board of home missions and church extension, gave a report of the work being done in the schools throughout the south. Dr. Judson S. Hill, president of Morristown college, told of the scholastic standing of the college, the efforts being made to raise funds for endowment and urged the conference to encourage students to attend the school.

The conference also voted to merge the four districts of the conference into three districts, Bishops R. E. Jones and H. Lester Smith favoring the idea.

The day's chief address was delivered by Bishop Smith, who spoke on "Evangelism." He divided a minister's duties into five parts—his priestly responsibility, in which he stands before the people as God's representative; his prophetic office, in which he interprets the mind of God on great public matters, in reform movements and in every affair looking toward human uplift; his duty as a pastor, by which he takes individual oversight of his entire flock, entering sympathetically into their every need and putting forth every effort to assist them; his office as a teacher, by which he instructs his people from his pulpit and by other organized means in the knowledge of the Christian life, both by precept and by practice, not only how to become a Christian, but how the Christian life should be lived day by day; his office as an administrator, by means of which he organizes his church into working units, both in things spiritual and material.

The conferences are held at Stanley Chapel M. E. church and will be concluded Sunday.

Education - 1930

Discussion of

Named by Secy. Wilbur

JOHN M. GANDY

Afro-American

1-4-30

John M. Gandy, president of the Virginia State College at Petersburg, who was named by Secretary Wilbur Saturday among thirty educators for membership on a commission to conduct a nation-wide survey of secondary education. The selection of the committee, which will cooperate with a group of laymen yet to be chosen, followed the organization of a consulting committee which already has mapped out a plan of action.

NEW YORK HERALD

JAN 3 1930

For Negro Education

A Plea to Testators to Consider It in Their Bequests

To the New York Herald Tribune:

May I call to the attention of men and women and their lawyers who are drawing wills an oversight which I cannot but believe is in very many cases due to a lack of knowledge of actual conditions respecting most worthy and, even more so, most needy subjects for wise consideration in the matter of bequests?

I have noticed for a long time now, in reading the reports of wills probated and the distribution of estates, that very few of the decedents leave anything for Negro education, and, alas! the few who do, leave so small sums that it seems evident to me that there has been no realization on the part of those making the will of the vital importance to the United States as a whole of the education of the 10 per cent of our population sharply assigned by custom and law to the Negro race.

We may recall Booker Washington's notable saying that the "Negroes were the only people who came to the United States with a most urgent invitation that they were not free to decline." Following this, consider their condition of slavery of both body and mind practically and their being set free in the midst of a devastated land wherein the dominant white race was but slightly better off materially than they, apart from the ownership of the land, and even as to that usually "land poor" and certainly equally poverty stricken by the deadly incubus which the ownership of slaves puts upon mind, conscience and heart.

It is the fact that today the vast majority of the white population in our Southern states is poor in worldly goods and, therefore, poor in educational opportunities. Alas! they are not helped by this to be "poor in spirit." This possession of power by the ignorant, who are dominated by its vigorous child, prejudice, is, of course, equally dangerous to those having it and those subject to it. Therefore, it restricts the educational opportunities for both the dominant and the unprivileged population.

As 30 per cent in round figures of the population of the United States resides in those Southern states, and of that 30 per cent nearly one-third are of the Negro race, the relation of this Negro citizenship to the future of the country is one of immeasurable importance, because they, in effect, dominate through a white primary all the political activities of those sections and largely eliminate all fundamental political issues from consideration by the voters. Only in the instance of sumptuary legislation is there manifest a definite consideration of issues from election to election.

I think readers of this letter will realize that money wisely left for aid to the education of Negroes serves not only beneficent impulses but also greatly serves the future welfare of our country. There are, of course, many efforts for educational assistance that are not wise because of the uncertainties of continuance. Therefore, aid that reaches unto the strengthening of the noble and ever more widely spreading efforts of the materially poor Southern people in the education of the Negro is of largest benefit and eliminates the risk of waste most surely.

The Rosenwald Fund, Jeanes Fund Slater Fund, Phelps-Stokes Fund American Church Institute for Negroes, the many Baptist, Methodist, Presbyterian colleges and other church schools that co-operate with the state and local educational officials afford a wide selection for the lover of his country and humanity to provide for this, I believe, most needy and most important subject of beneficence—the education of the Negro 10 per cent of the population of the United States.

I assume to ask for the publication of this letter because for sixty years I have had the privilege of active relationship with many education boards and, therefore, have personal knowledge which I believe justifies my urging the consideration of this subject by all of those who are making wills, and very particularly those who are privileged to draw the wills for their clients.

GEORGE FOSTER PEABODY.

Saratoga Springs, N. Y., Dec. 30, 1929.

2,401,999 NEGRO CHILDREN ARE IN U. S. SCHOOLS

WASHINGTON, D. C., Mar. 5.—The first comparative statistics on Negro school enrollment in the United States are in process of compilation and for 1927-28 the study reveals that there were 2,401,999 students in the schools of 18 states, it was announced at the United States Office of Education last Tuesday.

3-8-30

Of this number, 2,211,122 were in the elementary schools, 169,050 in schools of high school grade, and 21,825 in colleges, universities and normal schools. There are among those enrolled in colleges 1,984 attending white institutions, it was pointed out.

Chicago, Ill.

The number of Negro students who received a first-degree from colleges or universities in 1928 was 1,887. During the same year 56 received graduate degrees.

Negro Education In Missouri

Argus 3-14-30 St. Louis, Mo.

By

O. G. SANFORD

Assistant State Superintendent Of Schools

JEFFERSON CITY, Mo., March 6—One of the many problems confronting the State Department of Education and one which now is becoming rather important is that pertaining to Negro education. Prior to the meeting of the legislature in 1929, the law provided that where there were fifteen or more colored children of school age in any school district in the state it was the duty of the board of directors of such district to establish and maintain within such school district a separate free school for the Negro children. The legislature in 1929 changed that law so that it reads now "Where there are within any school district in this state eight or more colored children of school age as shown by the last enumeration, the board of directors of such school district shall be and are authorized and required to establish and maintain within such school district a separate free school for the colored children or in lieu thereof shall pay te transportation and tuition charges to any district in the county wherein a school is maintained for colored children."

After this law was passed by the legislature and before it became effective the General Education Board of New York upon the insistent plea of State Superintendent Charles A. Lee, made an appropriation for carrying on the Negro work in Missouri for a period of four years, this work to be under the jurisdiction of the General Education Board and the auxiliary boards and managed and administered in the same way as it is now being done in fourteen southern states. This board has already found Missouri has a duplicate of all the problems existing in the Southern States that has to do with Negro education.

A checking up of the school conditions for Negroes in Missouri shows some rather interesting facts. Thru the kind cooperation of the county superintendents, reports have been received from every county in the state which enables us to give accurately the following data: There are more than fifty-nine thousand Negro children enumerated in the state. To care for this number, there are one thousand two hundred thirty-three teachers. Thirty counties have no Negro children enumerated, thirty-eight counties have no Negro teachers, seventy-one counties have no Negro rural schools.

There are only nine four-year high schools for Negroes outside the three large cities, five three-year Negro high schools, twenty-four two-year Negro high schools and three one-year Negro high schools. Of the 567 Negro teachers outside the three large cities, 99 of them have not completed a four-year high school course.

The General Education Board expects, by working thru the State Department, to raise the educational status of the Negro by offering to the districts and local communities, where there is a sufficient Negro population to justify the expenditure, money to equip the schools so that the opportunities for the education of the Negro will be similar to those offered for white children.

Aid will be given in the construction of buildings from two to twelve rooms, varying in amounts from $250 to $500 per room, depending upon the construction and the use of the room.

Aid will be given to the teachers fund in securing the services of teachers who are trained in Industrial Work. One-third of the cost of the equipment for the industrial work will be given up to $300 per room.

Transportation aid will be given where it is more economical and advantageous to transport Negroes from one district to another than to try to furnish a school in each district. The maximum amount of aid given to any district will be half of the cost of the bus and expense of transportation not to exceed $500 per bus for the first year, one-third of the cost the second year and one-fourth the cost the third year.

In order to stimulate reading on the part of the pupils and patrons, the Rosenwald Board assembled a well graded library of 167 volumes at a wholesale cost of $120. This board will pay one-third of the cost of this library when the local community and the board of education raises the other two-thirds. A similar library has been assembled for high school use and the Rosenwald Board will pay one-third of the cost of the high school library when the book list does not exceed $600.

For the benefit of those schools which did not have a longer term than five months last year, the board will pay one-half of the teacher's salary for the number of months the school is continued beyond five months this year provided the teacher received a minimum of $50 per month and is doing satisfactory work in her school.

This board is also paying one-half the salary of four trained supervisors who are known as the "Jeanes Supervisors" and who work in four of the more populous Negro counties in Southeast Missouri. These supervisors are working with the rural and city teachers increasing the quality of the instruction given and acting as leaders in civic and educational activities among their race within the counties to which they are assigned. The work in these four counties is so popular, and the results so effective that at least twice the number of supervisors will be used in the state next year. The number appointed will depend upon the counties making application and the number of available people prepared to do this work.

Two Negro Teacher-Training high schools have been established this year and four or five more will be organized next September in order that professional training may be given to those who expect to teach in the rural schools of the state. These schools are organized upon the same plan as the present High School Teacher-training work now being offered in many of our white high schools, and the State Aid will be granted to these schools as provided in the Teacher-Training Law.

A trained research man has been employed to make a survey of the Teacher-Training work of the Negroes in this state and the result of this report will determine the methods of procedure which will be followed in the development of the Teacher-Training courses within the state.

The Rosenwald Board has set aside $2500 to be added to the $5000 appropriation made by the last legislature to purchase $7500 worth of books for Lincoln University. A careful study is being made of the building needs of Lincoln University and in addition to the $250.000 building which was made possible by the appropriation of 1929 legislature, it is expected that thru the cooperation of the General Education Board and the Rosenwald Board that one or two other much needed buildings may be secured.

The response by boards of education in the counties where intensive Negro education work has been started, the interest manifested by the last legislature in its appropriation of money to be used in conjunction with the Rosenwald Fund, and the appropriation made for the purpose of paying the tuition of worthy Negro students who desire to take courses offered by the Univ. of Mo. but not offered by Lincoln University and who are taking these courses in the universities and colleges in other states has been gratifying. We believe that the cooperation of all of these forces for a period of four years will increase the education status of the Negro in Missouri and as a result raise the standard of living, develop civic pride, and promote economic progress.

Hattiesburg, Miss. American
Wednesday, January 29, 1930

NEGRO EDUCATION

A recent investigation made by the Research Department of the North Carolina State University among the 1,036 negro convicts of that state revealed that there was not one in this group who had received the equivalent of a high school education. Only three were rated as of high school grade. Thirty-four per cent. were totally illiterate and 83 per cent. could not read a newspaper.

The report was statistical and drew no conclusion, but the relation between ignorance and crime having been established as a fact of sociology, the inference may be clearly drawn. The universal use of machinery and the insistence upon efficiency and skill is eliminating the unskilled laborer more and more rapidly. In this class belongs the bulk of negro labor Unemployment is a prime factor in breeding crime; and undoubtedly one of the chief reasons for the size of the negro prison population in every Southern state is the inability of the uneducated negro to fit himself into the changing economic scheme.

The elimination of illiteracy among the negroes of the South will not only increase their usefulness in agricultural and industrial life, but will consistently encourage them in good citizenship, thereby contributing to the welfare of states and communities as a whole.

Athens, Ga. Banner-Herald
Friday, June 13, 1930

Speakers Discuss Aspects of Negro Education Here

The economic aspects of Negro education by Rev. S. F. Harris, "The Significance of the Rural Church," by Rev. V. A. Edwards of Morehouse College, and general social problems by Prof. W. R. Shivers of Morehouse College, were topics discussed at the Negro Ministers Institute here yesterday and last night.

Professor Harris stressed the functions of the church in his lecture. He said the Negro must be able to produce and that the church must team him to produce. He pointed out that ministers should be leaders, and showed that production is the basis of higher education.

Rev. Edwards, who is teacher of rural sociology at Morehouse, said that the rural church should be served by ministers with a feeling that they are being honored. He spoke of the place it holds in organized society. He pleaded that the church be the last institution to leave the farm.

In last night's address, Prof. Shivers, who teaches sociology at Morehouse, cited causes of much racial misunderstanding, spoke of the recent Negro migration, and

spoke of the great opportunities in the South for the Negro.

The enrollment at the Institute is increasing daily, it is announced, and the interest is keen.

Dr. DuBois at Howard

Amsterdam News
6-18-30
New York N.Y.

THE BRILLIANT commencement address delivered by Dr. W. E. B. DuBois at Howard University emphasizes problems which have worried thoughtful Negroes for the past ten years. Dr. DuBois traced the history of the Booker T. Washington period, when the question was whether Negro education should be partially academic or wholly industrial. In this controversy both sides won; a great impetus was given to both kinds of education. In spite of this the present condition of the Negro is not what either party wished it to be. Neither kind of education has solved the problem of adjusting the Negro to the world in which he lives. Much good has been done; but it is small in the face of what remains to be done.

DR. DU BOIS SAYS that the Negro college, for all its good work, does not comprehend this age, that its average graduate is untouched by real culture, that he has no reasonable way of gratifying his desire for wealth and no philosophy for counteracting the desire; it has failed not in its methods but in its objects. The Negro industrial school, he says, has helped bridge the transition from slavery to freedom; it has failed, not in its object, but in its method. It has been training students for a world that no longer exists, the world of the year 1895. The vocations for which it prepared have lost their importance and in some cases their being in the new machine age. And there has been no school to train the Negro for the constantly changing business organization of American life. To meet this condition the industrial school has tried to become a college.

THE PRIME NEED of the Negro, Dr. DuBois **thinks, is to establish a self-supporting economic organization that shall be practically independent of white organization. He frankly admits that he cannot tell just how this is to be accomplished; he leaves the question open.** For this no one can blame him. Some **Negro** Moses or Solomon is needed to devise and **execute a** plan for an independent Negro economic state **within** the larger white state. If it can be achieved the **major** difficulties of the Negro, political as well as economic, will be dispelled. Intelligent steps toward it may be seen in the Negro business co-operative enterprises which have been established in the past five years. The philosopher has pointed the way. It is rugged, steep and thorny; but it must be followed somehow.

LYNN, MASS.
ITEM

OCT 2 8 1930

AIDING NEGRO EDUCATION.

Federal Bureau of Education studies in the development of college courses for Negroes show remarkable progress In 1917 there were 31 Negro institutions offering college work and now there are 79, while during the same decade enrollment has increased from 2132 to 17,680, or more than 550 per cent.

This progress has naturally been possible only by adequate financial support. The income of the Negro colleges in 1917 was only $2,283,000. The income for 1927 exceeded $8,500,000, and the productive total endowment of not much above $7,000,000 as of 1917 had grown to be nearly $21,000,000. This record of progress is an interesting parallel to the economic improvement of the American Negro during the same period. It shows how the race is working out its own destiny, preparing its own teachers and professional men and women, laying the foundation wide and deep for living its own life after the sound principles of self-respecting and self-supporting Americanism.

This advance in collegiate facilities is in the direction of providing teachers enough for the needs of 5,000,000 boys and girls. There are about 48,000 Negro teachers now, but only about 1000 work in the colleges and universities. There is still crying need for more trained men and women in the academic and the elementary and high schools, and undeniably a considerable proportion of the 48,000 are handicapped by inadequate preparation for their work.

Provision for education is a part of the economic requirement for these 11,000,000 dark-skinned Americans. Their own leaders realize this, and are working diligently to assure it. There is nothing the other 100,000,000 of Americans can do toward relegating the so-called Negro problem forever to

Education - 1930
Discussion of

MORE REASONS WHY A NEGRO TRADE SCOOL IS N NECESSITY.

Labor Situation Is Serious Problem.

Negro

The Board of Directors of the Urban League went on record as endorsing the request for increasd facilities for the training of Negro workers in Louisville last Friday, when their meeting was devoted to a careful consideration of the present status of Negro workers and trends in the employment of Negroes. The meeting was a feature of the Vocational Opportunity Campaign, which is being conducted in fifty cities by the National Urban League.

6-3-30

A report on the survey recently, started by the local League was submitted to the Board, and it was brought out that 85 per cent of the Negro workers in Louisville industries are listed as common laborers at $15 to $18 per week. The absence of Negroes in the skilled and better paid jobs was especially marked according to the report which revealed that in fifty of the city's largest industries only 170 Negroes were classed as skilled workers and 135 of these were found in two plants—a tobacco factory and a foundry. In only six of the fifty plants were Negroes given any opportunity for advancement, while thirty concerns employing 6,000 men reported only 22 Negroes, all of whom were listed as porters and janitors.

Louisville
KY

The significance of these figures can be appreciated only when one realizes that practically all Negroes are wage-earners depending entirely upon their earning power for their every need. High standards of living and sound health cannot be maintained by a group of people who almost always are one week ahead of the bread line. Poverty, whether it be of blacks or whites, inevitably sets in motion a series of inter-woven consequences always disastrous in their social effects and the Louisville Negro is in a large measure suffering the ill effects of poverty reflected in the poor housing conditions, high death rate, low moral tone and high crime rate, so frequently deplored.

It becomes very apparent that in order to improve present conditions and to prepare for the future, more consideration must be given to the economic phase of Negro life. With public schools turning out annually hundreds of young men and women eager to make their contribution to race progress, with every American city over-flowing with people seeking jjobs of any kind, Negroes face a definite challenge that must be met.

An encouraging sign and one that creates a ray of hope is the fact that Negroes are begining to think. For years a sense of false security born of the belief that certain jjobs were destined to be held by Negroes has made him sure of a place on the lower occupational levels. From one job to another became simply a matter of routine and the reputaation for shiftlessness and unreliability was easily acquired. That there have been changes in the industrial life of Amrica is obvious and for the first time there is real competition for the jobs that once were labeled "Negro."

In the midst of these changes, too many Negroes have remained almost unconscious of anything except that it was not so easy to find a jjob.

Why—he could not tell—but he is beginning to realize that to hold his job he must be better prepared for it. It is for this reason that Louisville should offer every possible opportunity for preparing its Negro population for good citizenship by first preparing him to make a living.

RICHMOND, VA.
TIMES-DISPATCH

NOV 26 1930

Progress in Education

TWO important advances in Virginia's public school system were indicated Monday at the opening of the annual session of the Virginia Education Association when C. J. HEATWOLE announced that only thirteen counties in the State now make charges for high school education and HARRIS HART explained that child illiteracy in Virginia has been reduced 70 per cent in the last ten years. Such progress as this means that Virginia will soon rank with the most educationally advanced States of our country.

For many years this State has been near the bottom of the national illiteracy list chiefly because of two reasons, our Negro population and our thinly settled and inaccessible mountain regions. But the activity of enthusiastic and competent leaders in public instruction is fast improving our condition and ten more years should see Virginia's illiteracy figures at a minimum.

One important consideration in the establishment of literacy is that it must be achieved first of all in the children of the State. When MR. HART announced that the 33,000 illiterates between the ages of ten and twenty who were in Virginia in 1920 have been reduced to about 11,000 in 1930, he also pointed out that adult illiteracy has not met with a similar reduction. We do not see how it possibly could.

Adult illiteracy is tremendously difficult to deal with. First of all there is the matter of the employment of adults. The majority of them have no time for even the fundamentals of schooling. Moreover, with minds adapted to their present life and far from plastic they involuntarily resist the learning process. This does not mean they cannot learn; it simply means that the same energy of instructors expended on children will accomplish far more.

The State owes in its struggle against illiteracy first duty to its children. No greater obligation is upon a civilized group than to see to it that its children learn to read and write. Illiteracy must be attacked at its source.

This program in no way obviates the duty upon us to bring literacy to the unschooled adult. Such work is going on in Virginia under the direction of a special committee appointed by the Governor.

Whatever progress is made in this direction the fact remains that Virginia is pulling itself out of an illiteracy rut and seems most commendably determined to bring a prime service to her citizens even at the expense of neglecting those dubious experiments so much in vogue in secondary schools of certain Northern States.

Greek and Latin Found Only in Dixie Schools, says Houston

Afro-American

Vocational Schools Teach Nine Subjects for Boys, and but Three for Girls. Organized Labor and White Communities Proscribe Higher Trades. Vocational Schools Have Degreeitis.

WASHINGTON, D. C.—"While progressive Nordics of America are promulgating the purposeful expansion of trade and vocational education for their youth, benighted Negroes are still enamored of the traditional misnamed liberal education," laments G. David Houston, principal of Armstrong Technical High School.

8-30-30

A recent survey, he reveals, shows that Greek and Latin are taught only in the colored schools of the South, and, while the Negro student is perspiring over the translation of the construction of Caesar's bridge, the white student is learning to construct a bridge, the like of which Caesar had no conception of.

Trade schools for Negroes, he points out, are found principally in the Southern states, though as far north as Bordentown, N.J., and Downington, Pa., successful courses of instruction in vocation are in operation.

Baltimore Md

More Courses for Boys

One unfortunate revelation of the survey is the fact that while nine courses of vocational training are given to boys, only three are open to girls. Male students have a choice of agriculture, automobile mechanics, brick-laying, shoe repairing, cabinet making, carpentry, printing, tailoring and tinning, while the females have only cooking, dressmaking and plain sewing from which to select a life's vocation.

Mr. Houston also finds that institutions for vocational training are becoming frantic over academic degrees, with the colored schools suffering from the most acute stage of degreeitis.

It is no longer a question of a teacher's tried and approved efficiency, but the pertinent query is, "What degree does he wear?"

More and more, he says, a man's worth to a Negro institution is beginning to be represented by his degree rather than by his ability.

Organized Labor

In isolated instances, Mr. Houston points out, such subjects as plumbing applied electricity and architectural drawing are to be found in the course of study, but the subjects of recurring frequency are obviously those which reflect the demands of the localities served. Herein lies the gravest obstacle in the development of trade

and vocational courses for Negroes.

No successful courses in trade and vocational education can be established without an intelligent and active co-operation between the school and the community in which it is located, Mr. Houston declares.

The school, the prospective employer, and organized labor must work out, in harmony, any successful plan of vocational education.

Race Issue

In the District of Columbia, Mr. Houston says, organized labor sought to prove that everything was wrong with the trade schools in the capital. They went so far as to request the Federal Board of Vocational Education to make certain changes. All of the higher branches of vocational endeavor were reserved for white trade schools, while the courses recommended by the board for colored boys were training as porters and dining car cooks with a few other menial occupations.

Although representative Negroes were able to force the issue of equal opportunity, the action of the board indicate clearly the general attitude of dominant element in communities.

Organized labor, if not openly hostile to higher vocational training for Negroes, is not cordial to the trained mechanic.

Takes Issue

"Label the assertion as heretical or dogmatic, he says, but there is no reason under the heavens why a successful instructor in a trade school should be a college graduate, or a master of arts, or a master of science or a master of education, or a doctor of philosophy, except, perchance, to balance some catalogue announcement," says Mr. Houston.

"There is but slight justification, if any, for taking a promising mechanic away from plying his trade and put him to working for an academic degree, unless the degree represents advanced work in his trade."

The brick mason, for example, Mr. Houston points out, is likely to become more proficient by practicing his trade continuously for five years than by studying for a college degree, and it is efficiency in performance that counts in a trade.

Vocational schools for Negroes ar making the serious mistake of displacing trained journeymen by col lege graduates, just because they ar college graduates with coveted de grees. The teacher of automobil mechanics ought to be a trained me chanic and machinist. The teacher c dressmaking ought to be skilled i making dresses.

The fundamental requisite of a vc cational teacher should be his abilit to execute, and no college degre can guarantee such ability.

COMMITTE TO SURVEY VOCATIONAL SCHOOLS

Times

Named to Determine if Present System Is Adequately Serving Needs of Industry.

10-9-30

A survey of vocational activities of the school system in relation to the needs of modern industry will be made by a committee whose appointment was announced yesterday at the semi-monthly meeting of the Board of Education. Dr. Harold G. Campbell, deputy superintendent of schools, will head the group, which was named by George J. Ryan, president of the board, and Superintendent William J. O'Shea.

New York, N.Y.

The survey will seek to establish whether vocational courses given at present in continuation, trade or other schools adequately serve current needs in industry, Dr. Campbell said. On the basis of the findings, there will be an effort to establish a closer correlation between changes and advances in industrial life and public vocational training. Leaders in industry and labor will be canvassed for their views as to the possible need for improving or extending facilities for training in certain trades or practical arts.

Other members of the committee are: Mrs. Margaret McAleenan, only woman member of the Board of Education; Joseph F. Dujat, E. W. Edwards and Mrs. Betty Hawley, representing the Advisory Board on Industrial Education.

The committee will report its findings and recommendations to the board.

Fewer employment certificates were issued during the four-month period ending in September than during the corresponding months a year ago, it was announced by G. H. Chatfield, director of attendance. That indicates a return to more normal conditions as far as pupils seeking work are concerned. The figures also show an improvement over the period preceding July, Mr. Chatfield announced. "It would appear that conditions in September were much nearer those of previous years than they were in any of the preceding months," he said.

School saving on June 30, registered the largest number for schools and the largest number of children participating since this form of savings was begun, according to the eleventh annual report of the Savings Bank Division, American Bankers Association. While deposits increased by $500,000 during the year, over the previous school years, withdrawals were much heavier and the report indicates that this fact is due to parents having to dip into their children's savings on account of the widespread unemployment.

NO BOURBON, DR. WOOFTER IS FOR BIG RED SCHOOLHOUSES

To the Editor of the AFRO-AMERICAN:

I am in receipt of a clipping from the Savannah Tribune of an editorial quoted from you entitled, "Woofterism—A Fallacy." In writing this I think that you misunderstood my point of view and classed me where I do not belong, so I hope you will open your columns to the following statement which I believe will make my views on Negro education clear.

Afro American

* * *

I may start by saying that I do not think there is any fundamental disagreement between us as to Negro education. I am for more and better schools of all kinds and for a more just distribution of the public funds.

I do not, for an instant, subscribe to the fallacy that the tax is wholly paid by the man who hands the money over to the collector, although you have ascribed this fallacy to me. I know that the renters of houses and lands and the laborers in industry create values from which tax money is derived.

10-18-30

These are theoretical statements upon which to plead for an ideal program. In the St. Helena study I was not trying to state an ideal program, but to describe an actual situation. Moreover, it was a situation where there are no Negro renters of houses and lands, but a population almost wholly composed of owners. I did not endorse this tax situation as it exists and it is not quite just to me to make it seem that I do.

Baltimore, Md.

Fortunately, to keep the record clear, I wrote five years ago, "The Basis of Racial Adjustment," in which book I was dealing more with my ideas as to what ought to be, while in the St. Helena report I was dealing with what is.

On page 155 of "The Basis," this statement occurs:

"In order to equalize the opportunities in the rich and poor counties, almost every state has a state school fund which is distributed to these counties not on the basis of what they pay into the state treasury, but on the basis of their school population and school attendance. This would seem to be a fair basis for the counties in turn to use in equalizing the opportunities in their richer and poorer school districts."

Also on page 180 of the "Basis," the following sentence is found: "Justice should demand that such funds be apportioned more closely in proportion to the population of the two races."

These statements, in a book which is widely used by college students as a text, I think put me on record as definitely opposed to the very thing you say I favor.

* * * *

But to return to the St. Helena study, as I have said, I was merely describing the conditions in Beaufort County as they actually are, not endorsing them as an ideal. Anyone familiar with that county or other typical black belt counties, can readily subscribe to the truth of the statements which you quote from the St. Helena report even though they do not think that such conditions are desirable.

In other words, there can be no successful refutation of the facts which you quoted from my study as to the poverty of both colored and white people in the black belt, the difficulty of whites in maintaining anything like satisfactory standards for their schools, the fact that under these circumstances anything given to the Negroes would be taken away from the whites, and that this would require a degree of altruism which does not now exist in these counties. (Mark you I do not say it ought not to exist.)

Finally that under these circumstances probably all that can be asked is that they receive back in school services at least as much as they contribute in school taxes. (Under other circumstances they might and ought to ask more.)

In fact, if you had gone a few paragraphs further in your quotation you would have encountered this statement:

"Although the treatment meted out to the Island is permitted under existing laws, it is by no means prescribed by them. There is nothing to prevent the authorities of Beaufort County from apportioning the benefits and burdens of local government in a fair and impartial manner. An awakening on the part of the dominant interests in the county to the real needs of its backward rural communities and a more sympathetic consideration of their interests are perhaps all that is needed to solve St. Helena's tax problem."

Please remove me from the ranks of the Bourbons.

Yours for big red schoolhouses,
T. J. WOOFTER, Jr.
University of North Carolina, Chapel Hill.

Goldsboro, N. C. Argus
Wednesday, July 23, 1930

White Teachers Better Trained

Raleigh, N. C., July 22.—(AP)—The percentage of white school teachers with a college education in North Carolina has practically trebled in eight years, said a statement today in State School Facts, publication of the department of public instruction.

In 1921-22, the publication pointed out, only about 15 per cent of the white teachers and 2.5 per cent of the negro teachers were college graduates. In 1929-30, the percentage for white teachers had jumped to 42.4 and percentage for negro teachers had mounted to 12.1.

The percentage of teachers with three years of college training climbed from 5.8 in 1921-22 for white teachers to 21.1 in 1929-30, and from .8 to 19.5 for negro teachers.

White teachers with two years college training decreased during this period from 17.4 per cent to 14.4 per cent. The percentage of negro teachers in this class increased slightly from 11.4 to 12.4.

The one-year college trained white teachers increased from 5.8 per cent in 1921-22 to 16.2 in 1928-29. Last year, however, there was a decrease in this type.

The percentage of 1-year college trained negro teachers climbed from 1.5 in 1921-22 to 17.9 in 1929-30.

The percentage of teachers without any college training showed a marked decrease for both white and negro during the eight-year period. Last year, only 7.5 per cent of white teachers and 38.1 per cent of negroes were in this class.

MERIDEN, CONN.
RECORD

OCT 29 1930

Aiding Negro Education

Federal Bureau of Education studies in the development of college courses for negroes show remarkable progress. In 1917 there were 31 negro institutions offering college work and now there are 79, while during the same decade enrollment has increased from 2,132 to 17,680, or more than 550 per cent.

This progress has naturally been possible only by adequate financial support. The income of the negro colleges in 1917 was only $2,283,000. The income for 1927 exceeded $8,500,000, and the productive total endowment of not much above $7,000,000 as of 1917 had grown to be nearly $21,000,000. This record of progress is an interesting parallel to the economic improvement of the American negro during the same period. It shows how the race is working out its own destiny, preparing its own teachers and professional men and women, laying the foundation wide and deep for living its own life after the sound principles of self-respecting and self-supporting Americanism.

This advance in collegiate facilities is in the direction of providing teachers enough for the needs of 5,000,000 boys and girls. There are about 48,000 negro teachers now, but only about 1,000 work in the colleges and universities. There is still crying need for more trained men and women in the academic and the elementary and high schools, and undeniably a considerable proportion of the 48,000 are handicapped by inadequate preparation for their work.

Provision for education is a part of the economic requirement for these 11,000,000 dark-skinned Americans. Their own leaders realize this, and are working diligently to assure it. There is nothing the other 100,000,000 of Americans can do toward relegating the so-called negro problem forever to oblivion of greater value than to give freely for this purpose.

Education - 1930.
Discussions.

Comparative Costs of Public Education

By FRED S. McCUISTION
Agent of Rosenwald Fund

WHILE all states make and publish annual or biennial reports of costs and facts pertaining to public education, it is a very difficult matter to determine the amount spent on white or Colored schools, and impossible to separate elementary and high school costs. This condition is due to the fact that many items of expenditure, such as buildings, equipment, supplies, janitor service, etc., are not always kept separate. A study of the financial sections of these reports, however, reveals glaring inequalities as between white and Colored schools and between rural and urban schools, both white and Colored.

The problem of inequality in educational opportunities is perhaps the most difficult one facing public school administrators and officials at present. More thought is probably given this question in state departments of education than any other problem considered during the past decade. The problem has been present since the beginning of public education in the United States, but has been considered a necessary condition, due to the unequal distribution of wealth, and has not received a great deal of attention from school officials until recent years. New York probably led the country in studying this problem on a state-wide basis and has spent millions of dollars in an effort to carry out a program of equalization. The original plan has been modified and adjusted several times as the problem was studied by different groups. Practically all states have followed New York's example and made some effort to equalize educational opportunities. In most of these cases states have followed recommendations of survey committees.

The cost of equalizing educational opportunity in a state is tremendous. Exact figures are not available but there are probably more than $100,000,000 being spent in the United States annually in an effort to equalize educational opportunities, and, of course, we all know that this amount of these funds reaches Negro schools.

When we examine the causes of inequality we find they are many, though we can probably reduce them to two fundamentals:

1. The uneven distribution of taxable wealth.
2. The failure of public school officials to make an equitable distribution of school revenues.

The Uneven Distribution of Taxable Wealth

The most important and pressing problems confronting those who administer educational institutions of any type or grade today are concerned with finance. Administrators of public school systems, as well as students of public finance, find it exceedingly difficult to devise ways and means to meet the rising costs of education.

According to the last estimate given by the department of commerce, the total wealth of the United States is $336,000,000,000, or an average state value of $7,500,000,000. The 15 southern states have a valuation of $57,000,000,000, or an average value of $3,008,000,000, which is approximately one-half the national average. Making another comparison, we find that the wealth back of each individual in the United States averages $2,918, while the wealth behind each individual in the 15 southern states is $1,814, which is 37 per cent below the national average. This difference is increased for education, due to the fact that the ratio of children to total population is greater in the South. Making the comparison a little more definite, we find the wealth back of each individual in the four southern states (Alabama, Georgia, Mississippi and South Carolina) having the largest Negro population is $1,228, or 56 per cent less than the national average.

From a report prepared by the research division of the N. E. A. and published in the May issue of the journal of the association, we find that the cost of public, elementary, secondary and higher education in 1928 was $2,448,633,561, of which $45,000,000, or 1.8 per cent, was spent on Negro schools.* This amount was 26.4 per cent of all money spent for federal, state and local government during the year, and was 40.26 per cent of all expenditures for state and local government. The per cent of all state and local funds spent for education varies from 31.01 in Massachusetts to 67.2 in New Mexico. Nine of the 15 southern states are above the average for the country, with a general average for the South of 41.42, ranging from 33.59 in Florida to 52.63 in North Carolina. These figures show conclusively that the southern states spend more of their tax money for education than does the country as a whole. Of course, the amount of tax funds collected depends upon the assessed valuation and the tax rate. There are no figures available that show whether property in the South is assessed as near its true value as property in the remaining sections of the country; however, it is probably fair to conclude that there is no substantial difference.

It is evident from the above facts that for each dollar spent on education in the country as a whole there is only 63 cents available for the southern child, white or Colored, and only 46 cents in the four black belt states of Alabama, Georgia, Mississippi and South Carolina; that the facilities, standards, etc., must be adjusted to these reduced resources or that an enormous increase in educational funds must be made.

Failure to Equalize Expenditures and Examples of Inequality

Before contrasting expenditures between the races, let us consider that school officials charged with managing schools in an average community of the South must operate two systems on a budget which is only 63 per cent of the national average. This difficulty is increased by the pressure of standardizing and accrediting agencies insisting upon higher standards, which inevitably means larger expenditures. For example, if a typical community in one of the four states having the largest Negro population wishes to maintain a high school rating comparable with that of a similar high school in another section of the country, that community, after doubling its present expenditure, would have only 88 per cent as much for the purpose as the typical community of the country as a whole. Just how much this condition affects expenditures between the races cannot be determined, though we all know the standard of white schools is much higher.

Inequality of educational opportunity between the races dates back to the development of the public school system following the Civil war. During the period, 1867 to 1891, Negro teachers of the black belt received larger salaries for longer terms than teachers in white schools. For example, in 1880 the Negro schools of Autauga county, Alabama, ran 83 days, white school 62 days; average salary, Colored, $25.13; white, $22.25. Montgomery county, length of term, Colored, 93 days; white, 73 days. Salary, Colored, $35.10; white, $22.† Of course, the reverse was true in counties predominantly white. This condition maintained for a number of years, until teachers' associations and officials in the various states made it an issue. In some states it was very difficult to keep the legislatures from apportioning educational funds on the basis of property tax of the two races. These proposals were defeated, but led to methods of apportioning state funds through local officials who were free to determine expenditures between white and Colored schools. The salaries of Colored teachers were reduced and terms shortened following this adjustment. This change was soon followed by the adoption of local units of taxation which brought a large proportion of the burden of educational support down on the land. A tax on real estate seems the most burdensome, probably because it is direct and hence not so easily shifted. The local tax system has certainly had a bad influence upon the willingness of officials to support Negro schools.

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*Report of Tuskegee. 1930.
†Superintendent's report.

Some Examples of Inequality in Expenditures—Alabama

Autauga county in 1928 had a white school population of 3,287 and a Negro population of 4,572. This county received $33,564 from the state ($4.27 per capita). To this was added $52,853.92 from the county, ... total per capita of $11. The (

pended $23.16 per capita on whites and $2.25 per capita on Colored.

Wilcox county, Alabama, received $4.27 per capita from the state and expended 69 cents.

South Carolina

In 1928-29, South Carolina expended $60 per capita for white students and $7.89 per capita for Colored students. The value of all school property for whites was $35,000,000, for Colored $4,500,000.

Mississippi

In 1928, Clay county, Mississippi, expended 45 cents per capita on its Colored schools; LeFlore county spent 81 cents per capita; Lamar county spent $10.12. The average per capita for the whole state was $2.85, with a state apportionment of $2.75.

In Coahoma county, Mississippi, with a white school population of 3,755 and a Negro population of 16,997, there was expended for whites $200,000 and for Negroes $40,000, or a per capita expenditure of $53 for whites and $2.39 for Negroes.

North Carolina

North Carolina spent an average of $8.23, ranging from $5.50 in Union county to $32.82 in Mitchell county.

Arkansas

The state apportionment in Arkansas was $5.38, and the average expended for Negro schools was $7.77, ranging from $1.14 in Yell county to $20.61 in Sebastian county.

Louisiana

The state apportionment in Louisiana is $7.88. The average expended for Colored schools is $9.45, with a range from $1.36 in St. John parish to $28.20 in Orleans parish. The average expended for white schools is $53.26.

States	Per cent of total population, aged 6 to 13, that are Negroes	Per cent of total expenditures for education received by Negroes
South Carolina	54.9	10.66
Mississippi	53	10.51
Georgia	43.5	13.33
Louisiana	39.3	9.98
Alabama	38.9	8.40
Florida	36.9	7.91
North Carolina	31.5	12.13
Virginia	31.3	11.09
Arkansas	25.9	15.99
Tennessee	22.9	11.93
Average	37.8	11.93

Table showing per cent of total enrollment, expenditure for buildings, salaries and teaching equipment of the Negro schools in nine southern states, 1928:

State	Enrollment	Buildings	Total Salaries	Teaching Equipment
Alabama	37%	7%	15%	16%
Arkansas	23%	9%	14%	11%
Florida	29%	13%	2%	6%
Georgia	34%	8%	13%	1%
Louisiana	38%	12%	14%	10%
North Carolina	33%	6%	14%	Not separated
South Carolina	45%	10%	14%	5%
Oklahoma	8%	No data	No data	Not separated
Virginia	30%	No data	16%	Not separated
	Average 31% Range 8 in Oka. to 45 in S. C.	Average 9.3% Range 6 in N. C. to 13 in Fla.	Average 12.5% Range 2 in Fla to 16 in Va.	Average 8% Range 1 in Ga. to 16 in Ala.

Some facts bearing on educational finance in the South, 1928:

State	Total Expended for Education	Per Cent of All Revenues Spent for Education	Total Wealth	Per Capita Wealth
Alabama	$ 24,540,666	47.10	$ 3,002,043,000	$1,244
Arkansas	15,946,309	41.10	2,599,617,000	1,439
Florida	33,500,859	33.59	2,440,491,000	2,358
Georgia	21,156,251	34.93	3,896,759,000	1,306
Kentucky	27,591,933	39.75	3,582,391,000	1,459
Louisiana	25,185,418	36.38	3,416,860,000	1,855
Maryland	27,279,981	39.36	3,990,730,000	2,665
Mississippi	22,928,806	39.93	2,177,690,000	1,216
Missouri	58,309,634	42.70	9,981,409,000	2,903
North Carolina	47,047,191	52.63	4,543,110,000	1,703
Oklahoma	36,507,624	41.43	3,993,524,000	1,864
South Carolina	19,512,899	44.92	2,404,845,000	1,385
Tennessee	26,906,480	42.80	4,228,251,000	1,773
Texas	78,684,784	43.15	9,850,888,000	2,010
Virginia	30,821,350	41.54	4,891,570,000	2,050
Total	$495,920,185		$65,000,178,000	
Average		41.42		$1,815

Education - 1930.
Discussions.

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Chicago Defender
7/13 30

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Failure to Equalize Expenditures and Examples of Inequality

Before contrasting expenditures between the races, let us consider that school officials charged with managing schools in an average community of the South must operate two systems on a budget which is only 63 per cent of the national average. This difficulty is increased by the pressure of standardizing and accrediting agencies insisting upon higher standards, which inevitably means larger expenditures. For example, if a typical community in one of the four states having the largest Negro population wishes to maintain a high school rating comparable with that of a similar high school in another section of the country, that community, after doubling its present expenditure, would have only 88 per cent as much for the purpose as the typical community of the country as a whole. Just how much this condition affects expenditures between the races cannot be determined, though we all know the standard of white schools is much higher.

Inequality of educational opportunity between the races dates back to the development of the public school system following the Civil war. During the period, 1867 to 1891, Negro teachers of the black belt received larger salaries for longer terms than teachers in white schools. For example, in 1880 the Negro schools of Autauga county, Alabama, ran 83 days, white school 62 days; average salary, Colored, $25.13; white, $22.25. Montgomery county, length of term, Colored, 93 days; white, 73 days. Salary, Colored, $35.10; white, $22.† Of course, the reverse was true in counties predominantly white. This condition maintained for a number of years, until teachers' associations and officials in the various states made it an issue. In some states it was very difficult to keep the legislatures from apportioning educational funds on the basis of property tax of the two races. These proposals were defeated, but led to methods of apportioning state funds through local officials who were free to determine expenditures between white and Colored schools. The salaries of Colored teachers were reduced and terms shortened following this adjustment. This change was soon followed by the adoption of local units of taxation which brought a large proportion of the burden of educational support down on the land.† A tax on real estate seems the most burdensome, probably because it is direct and hence not so easily shifted. The local tax system has certainly had a bad influence upon the willingness of officials to support Negro schools.

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*Report of Tuskegee, 1930.
†Superintendent's report.

Some Examples of Inequality in Expenditures—Alabama

Autauga county in 1928 had a white school population of 3,287 and a Negro population of 4,572. This county received $33,564 from the state ($4.27 per capita). To this was added $52,853.92 from the county, [illegible] total per capita of $11. The

pended $23.16 per capita on whites and $2.25 per capita on Colored.

Wilcox county, Alabama, received $4.27 per capita from the state and expended 69 cents.

South Carolina

In 1928-29, South Carolina expended $60 per capita for white students and $7.89 per capita for Colored students. The value of all school property for whites was $35,000,000, for Colored $4,500,000.

Mississippi

In 1928, Clay county, Mississippi, expended 45 cents per capita on its Colored schools; LeFlore county spent 81 cents per capita; Lamar county spent $10.12. The average per capita for the whole state was $2.85, with a state apportionment of $2.75.

In Coahoma county, Mississippi, with a white school population of 3,755 and a Negro population of 16,997, there was expended for whites $200,000 and for Negroes $40,000, or a per capita expenditure of $53 for whites and $2.39 for Negroes.

North Carolina

North Carolina spent an average of $8.23, ranging from $5.50 in Union county to $32.82 in Mitchell county.

Arkansas

The state apportionment in Arkansas was $5.38. and the average expended for Negro schools was $7.77, ranging from $1.14 in Yell county to $20.61 in Sebastian county.

Louisiana

The state apportionment in Louisiana is $7.88. The average expended for Colored schools is $9.45, with a range from $1.36 in St. John parish to $28.20 in Orleans parish. The average expended for white schools is $53.26.

States	Per cent of total population, aged 6 to 18, that are Negroes	Per cent of total expenditures for education received by Negroes
South Carolina	54.9	10.66
Mississippi	53	10.51
Georgia	43.5	13.33
Louisiana	39.3	9.98
Alabama	38.9	8.40
Florida	36.9	7.91
North Carolina	31.5	12.13
Virginia	31.3	11.09
Arkansas	25.9	15.99
Tennessee	22.9	11.93
Average	37.8	11.93

Some facts bearing on educational finance in the South, 1928:

State	Total Expended for Education	Per Cent of All Revenues Spent for Education	Total Wealth	Per Capita Wealth
Alabama	$ 24,540,666	47.10	$ 3,002,043,000	$1,244
Arkansas	15,946,309	41.10	2,599,617,000	1,439
Florida	33,500,859	33.59	2,440,491,000	2,358
Georgia	21,156,251	34.93	3,896,759,000	1,306
Kentucky	27,591,933	39.75	3,582,391,000	1,459
Louisiana	25,185,418	36.38	3,416,860,000	1,855
Maryland	27,279,981	39.36	3,990,730,000	2,665
Mississippi	22,928,806	39.93	2,177,690,000	1,216
Missouri	58,309,634	42.70	9,981,409,000	2,903
North Carolina	47,047,191	52.63	4,543,110,000	1,703
Oklahoma	36,507,624	41.43	3,993,524,000	1,864
South Carolina	19,512,899	44.92	2,404,845,000	1,385
Tennessee	26,906,480	42.80	4,228,251,000	1,773
Texas	78,684,784	43.15	9,850,888,000	2,010
Virginia	30,821,350	41.54	4,891,570,000	2,050
Total	$495,920,185		$65,000,178,000	
Average		41.42		$1,815

Table showing per cent of total enrollment, expenditure for buildings, salaries and teaching equipment of the Negro schools in nine southern states, 1928:

State	Enrollment	Buildings	Total Salaries	Teaching Equipment
Alabama	37%	7%	15%	16%
Arkansas	23%	9%	14%	11%
Florida	29%	13%	2%	6%
Georgia	34%	8%	12%	1%
Louisiana	38%	12%	14%	10%
North Carolina	33%	6%	14%	Not separated
South Carolina	45%	10%	14%	5%
Oklahoma	8%	No data	No data	Not separated
Virginia	30%	No data	16%	Not separated
	Average 31% Range 8 in Oka. to 45 in S. C.	Average 9.3% Range 6 in N. C. to 13 in Fla.	Average 12.5% Range 2 in Fla. to 16 in Va.	Average 8% Range 1 in Ga. to 16 in Ala.

Macon, Ga. Telegraph
Friday, July 11, 1930

COST OF EDUCATION HERE SHOWN TO BE DECREASING

Saving of 42 Cents Per Capita Reported by Jones For Term Just Closed

The cost of education in Bibb county is decreasing as the enrollment increases, it developed yesterday at the regular meeting of the board of education.

Superintendent Walter . Jones reported a saving of 42 cents per capita for the term just closed over the term of 1928-29. The cost per capita for education in Bibb county during the last school year has been $34.13, according to the report. The enrollment has been 15,775, an increase of 38 over the year before. The white enrollment totaled 9,807, and the Negro enrollment, 5,968.

Mr. Jones said 397 teachers are members of the Teachers' Retirement association. The association in which the white teachers participate has 279 members, and an investment in stocks and bonds of $18,900, it was said. The membership paid in during the year a total of $4,376.65, and paid out in annuities $4,319.48.

The Negro association has a membership of ~~118, has~~ an investment of $7,000 in stocks and bonds, and has paid in $953.80, with no annuities, the report indicated.

Hall Re-elected President

J. Ellsworth Hall, member of the law firm of Hall, Grice and Bloch, was re-elected president of the board for the ensuing year. Other officers, J. B. Riley, vice president; W. T. Morgan, secretary, and Joseph N.

o the heat and only a few prostrations.

Stuttgart, Ark., put all contenders n the shade, in a manner speaking for the dubious honor of being th hottest city in Dixie. It registere 108 1-2, which was an all-time record Aberdeen and Columbus, Miss., how ever, were only a half degree behind Augusta, Ga., Montgomery, Ala., an Helena, Ark., tied with 104 each.

Birmingham, Ala., reported 10 which equalled the all time July rec ord set in 1901 and was within on degree of the all time record of 10

Durham N. C. Herald
Monday, October 20, 1930

BETTER EDUCATION WANTED FOR NEGRO

Federal Commission Recommends Teaching Agricultural And Industrial Subjects

Washington, Oct. 19.—(AP)—Improved educational facilities along agricultural and industrial lines as a means of bettering the economic status of the American Negro was recommended today by the commission created by President Hoover to investigate the problem.

The commission's report, based on a survey by Dr. T. J. Woofter, Jr., of the University of North Carolina, and financed by Julius Rosenwald of Chicago, found the main factor to be considered was the rapidly increasing population, both Negro and white, of the southern part of the country.

Calling attention to the "great reservoir of labor" on southern farms, the report said "approximately 80,000 more Negroes and 300,000 more white people are born each year then the number who die in this area."

"The increase is taking place in a region which under the present system of agriculture will not adequately support those now living there, so that the excess is drained off to the cities," the report added.

The committee concluded that Negroes properly equipped for farming would stay on the land and advised that Negro agricultural education be stimulated, that extension work among Negro farmers with Negro agents be begun, that cooperative marketing and credit institutions be favored, and that efforts be made "to widen land ownership by Negroes."

Discussing the industrial migration the report said that by 1930 more than one-third of the Negro population would be found in cities, both north and south.

The committee recommended strengthening of facilities for industrial education of Negroes, Negro membership in labor unions and special consideration for their needs in employment bureau establishment

and containing research by public and private bodies into the problems of Negroes.

Members of the committee signing the unanimous report were Secretaries Lamont and Hyde, Julius Barnes, Homer L. Ferguson, William Green, T. Arnold Hill, Benjamin F. Hubert, Robert R. Moton, R. B. Pegram, and Julius Rosenwald.

INSTITUTIONS OF LEARNING SEEK TO MEET NEEDS

Journal and Guide
10-4-30

Nearly One Thousand Special Students Are Enrolled

WASHINGTON—(CNS)— The Office of Education reports that in 1928-1929 thirteen Negro educational institutions reported approximately 1,000 extension class students with more than 200 completing the work undertaken; with three of the thirteen also reporting an enrollment of correspondence students, thus enlarging their campus boundaries to meet the needs of special students living at distances.

Norfolk Va.

"The opportunity offered by colleges and universities for students who for any reason cannot go to them is of interest to an ever-increasing number of people" says William J. Cooper commissioner of education.

Many colleges and universities have during the past few years endeavored to extend their services to a large number of people beyond their walls.

Wherever the mails go university extension may be had, and when a sufficient number of persons in a community desire to study the same subject, in many instances an instructor in some college or university may be found to guide them.

As a result of a study of a specialist in adult education, detailed information has been compiled concerning 443 institutions, which report that they offered some type of extension work for the year 1928-1929.

Among these institutions are thirteen Negro institutions: Tuskegee Normal and Industrial Institute, Alabama; Morris Brown University, Atlanta, Ga.; Simmons University, Louisville, Ky.; Morgan College, Baltimore, Md.; Alcorn Agricultural and Mechanical College, Alcorn, Miss.; Johnson C. Smith University, Charlotte, N. C.; Livingstone College, Salisbury, N. C.; Prairie View State College, Prairie View, Texas; Paul Quinn College, Waco, Texas; Hampton Institute, Hampton, Va.; Virginia Union University, Richmond, Va.; Storer College, Harpers Ferry, W. Va.; and West Virginia State College, Institute, W. Va.

The extension class students in these thirteen institutions in 1928-1929 numbered 996; with 215 reported as completing the work undertaken. Correspondence students were reported by there of these institutions: Simmons University, Storer College and West Virginia State College, with 83 students in 1928-1929 and 28 completing the work undertaken.

Tuskegee Institute reported 114 extension class students both on and off campus receiving instruction in animal husbandry, dairying, farm crops, home economics, poultry, and English. Morris Brown also had class extension students both on and off the campus taking instruction in mathematics medieval history, Negro history, physiology, psychology, rhetoric, sociology, and test measurements.

The other eleven institutions covered extension classes in education, physics, biology, college algebra, high school methods, public speaking, music, science, nature study, physical education, political science, municipal government, public school music, and child study.

Work done by extension, either thru correspondence study or in classes outside of the institution may be credited toward a degree in many colleges and universities. The amount of credit that can be earned through extension work varies among institutions. In general, institutions that offer service of this nature permit one-fourth to one-half of the work necessary for a bachelor's degree to be earned by correspondence.

Winston-Salem, N. C. Journal
Saturday, September 13, 1930

U. S. to Push Negro Training

Special Bureau Created to Aid Negro Education

Washington, Sept. 12 (US)—The Government today moved to advance negro education throughout the United Statets.

Creation of a special service in the U. S. Office of Education, with an eminent negro at its head, was announced by Commissioner William John Cooper.

The service will be headed by Dr. Ambrose Caliver, first negro to meet the requirements for a Ph. D. degree in college administration and instruction. The degree was conferred by Teachers College, Columbia University. He has degrees also from Knoxville College and the University of Wisconsin, and has also studied at Harvard.

Announcing the creation of the new office, Dr. Cooper said:

"Its specific and immediate function is to serve as a clearing house of information concerning negro education; to conduct, direct and encourage educational research; to stimulate interest in the present status and future possibilities of negro education, and to assist in co-ordinating the various researches, activities, and interests of negro schools and of persons concerned in negro education and related matters.

"Dr. Caliver will attempt to focus on the problems of negro education all of the expert knowledge, techniques and educational forces available in the nation."

THE SOUTH AND THE NEGRO PROBLEM

To the Editor of The Telegraph:

Some may ask why has the South a Negro problem. Let us see if we can answer this question. There were nearly 250 years of slavery. During this time the black man learned many useful arts and many became skillful mechanics. Yet, the majority were densely ignorant but no doubt in a higher state of civilization than if they had remained in Africa. It is true that many imbibed noble principles of high moral character and still larger numbers were of the superstitious type.

Telegraph.

Soon after emancipation, many Northern teachers came South and opened schools for colored children. These children were simply taught their books. In other words, these noble teachers with their eagerness and desire to help considered that a knowledge of the mere letters of books were more important than industrial training. What a mistake it was that the early teachers coming South in this agricultural region did not impress upon every pupil the importance of industrial training; that kind of training that 95 per cent of the Negroes in the South will have to do for many years. The Negro in the South is in need of agricultural and industrial training. There ought to be such a school in every locality. The hope of the Negro in the South is practical education. The kind of education that the child learns how to do things.

Worthless Negroes come from that class of persons who have not been trained. They have not come in contact with the civilization of the worthwhile Negroes and the better class of Southern whites.

11-21-30

Georgia, the Empire State of the South, should look more after the education of its colored population. She is just as much able to do as Texas, North Carolina, Florida or Mississippi. All of these states far outrank Georgia in provision for Negro education. Good educational facilities would be a cure for migration from Georgia to the North and West. I have traveled through the North and West and I found quite a number of my people who would like to come back if they could get just treatment and better facilities for the education of their children. They have no desire for mixed schools or social equality. Georgia cannot possibly prosper by keeping its people ignorant and poor. Give these emancipated people a chance and this glorious land of the South will prosper as the rose of Sharon.

Macon, Ga.

We have some good white people in Georgia who are willing to lend a hand to such a movement. Fifty-five years of my life have been given to the training of my people and I still have faith to believe that some great leader will spring up in behalf of just treatment to the Negro. The light is slowly coming. We discovered some signs of it when those brave Southern women stood up a few days ago in Atlanta, Ga., and expressed themselves against lynching.

LINTON S. INGRAHAM.
Sparta, Ga.

Education-1930

National Advisory Committee on Negro Education

Discussions.

NEGRO EDUCATION GROUP FORMED

Constitution

12-22-30

Atlanta, Ga

WASHINGTON, Dec. 21.—(AP)—Formation of a national advisory committee on the education of negroes was announced today by Secretary Wilbur, who said ~~the general~~ purpose would be to consider policies to meet needs of the race.

Dr. William John Cooper, commissioner of education, and Dr. Ambrose Caliver, negro education specialist of the office of education, will direct the committee activities.

Three fields will be covered—elementary education, secondary scholastic work and preparation of teachers. The committee includes H. O. Gook, Kansas City, Mo.; H. W. Green, West Virginia State College; W. A. Daniel, New York.

John W. Davis, chairman of the executive committee of the conference of negro land-grant colleges, will be one of the committee's counsellors.

WILBUR APPOINTS ADVISORY GROUP OF 20 EDUCATORS

Afro-American

List Includes Supt. Wilkinson, Dr. Johnson, Dwight Holmes.

12-27-30

HUBERT SELECTED

Baltimore, Md.

W. A. Robinson, Dr. Davis also Named.

WASHINGTON, D.C. — Ray Lyman Wilbur, Secretary of the Interior, announced Monday the organization by the Office of Education, Department of the Interior, of a national advisory committee of twenty educators on Negro education.

The general purpose of the committee will be to give counsel upon policies to be pursued in dealing with major problems. The plan is for the members of the committee to serve as contact representatives in the various geographical centres in interpreting the educational needs of colored people to the Office of Education.

Two Direct Work.

Dr. William J. Coper, commissioner of education, and Dr. Ambrose Caliver, specialist on Negro education in the Office of Education, will direct the work of the committee.

The three fields to be covered by the work of the committee will be elementary and secondary education and teacher preparation.

Nominations for the committee were made mainly by the officers of the National Association of Teachers in Colored Schools. The members of the committee are as follows:

Miss Fannie C. Williams, principal of the Valena C. Jones Elementary School, New Orleans, and president of the National Association of Teachers in Colored Schools.

Fred McCuistion, associate director of the Julius Rosenwald Fund, Nashville, Tenn.

Dr. J. H. Dillard, president of the John F. Slaetr Fund and the Ann T. Jeans Fund, Charlottesville, Va.

H. Council Trenholm, president of State Teachers College, Montgomery, Ala., and chairman of the high school division of the National Association of Teachers in Colored Schools.

Garnet Wilkinson.

Garnet C. Wilkinson, first assistant superintendent of public schools Washington, D.C.

W. A. Robinson, principal of the Austen High School, Knoxville, Tenn.

H. L. Trigg, state inspector of colored high schools, Raleigh, N.C.

H. O. Cook, principal of the Lincoln High School, Kansas City, Mo

J. W. Seabrook, dean of the State Normal School, Fayetteville, N.C.

Dr. Jane Ellen McAllister, chairman of the Department of Education, Miner Teachers College, Washington, D.C.

Harry W. Green, professor of education, West Virginia State College Institute, W. Va.

N. C. Newbold, director of the division of Negro education, Raleigh N.C.

B. F. Hubert, president of the Georgia Agricultural and Mechanical College for Negroes, Savannah, Ga.

Dwight Holmes.

Dwight O. W. Holmes, dean of the college of education, Howard University, Washington, D.C., and president of the Association of Colleges for Negro Youth.

C. W. Florence of Virginia State College, Petersburg, Va., and president of the National Association of Collegiate deans and registrars in Negro schools.

Dr. John W. Davis, president of the West Virginia State College, Institute, W. Va., and chairman of the executive committee of the Conference of Negro Land Grant Colleges.

Dr. W. J. Hale, president of the Agricultural and Industrial State College, Nashville, Tenn.

Dr. Mordecai W. Johnson, president of Howard University, Washington, D.C.

Dr. John M. Gandy, president of Virginia State College, Petersburg, Va.

Dr. W. A. Daniel, associate executive secretary of the American Missionary Association.

Atlanta, Ga., Constitution
Monday, December 22, 1930

NEGRO EDUCATION GROUP FORMED

WASHINGTON, Dec. 21.—(AP)—Formation of a national advisory committee on the education of negroes was announced today by Secretary Wilbur, who said the general purpose would be to consider policies to meet needs of the race.

Dr. William John Cooper, commissioner of education, and Dr. Ambrose Caliver, negro education specialist of the office of education, will direct the committee activities.

Three fields will be covered—elementary education, secondary scholastic work and preparation of teachers. The committee includes H. O. Gook, Kansas City, Mo.; H. W. Green, West Virginia State College; W. A. Daniel, New York.

John W. Davis, chairman of the executive committee of the conference of negro land-grant colleges, will be one of the committee's counsellors.

SAN ANTONIO, TEX.
NEWS

DEC 27 1930

SURVEY OF NEGRO EDUCATION

SECRETARY OF THE INTERIOR WILBUR has appointed a National Advisory Committee on Education of Negroes and instructed it to work out a policy suited to the race's special needs. H. O. Cook of Kansas City is chairman and John W. Davis of New York—Democratic nominee for President in 1924—is general counselor to the investigators. Commissioner William J. Cooper, and Dr. Ambrose Caliver, negro education specialist in the United States Office of Education, actively will direct the inquiry.

Under such able leadership the survey should yield useful results. That the Government should recognize the existence of this problem and thus move for its solution, is significant. It appears that in some parts of the country the negro still lacks that educational opportunity to which he is entitled. More frequently than otherwise, that neglect is due more to a misunderstanding of the negro's needs than to any intent by State or local government to discriminate against him. If Secretary Wilbur's committee will report what should be done, progressive States and communities will take such steps.

Prominent Educators' Advice Sought to Aid Education

Defender

12-27-30

WASHINGTON, Dec. 26.—A national advisory committee on education of our group has been formed by the office of education, department of the interior, according to an announcement made Saturday by Secretary Ray Lyman Wilbur.

The general purpose of the committee will be to give advice and counsel with respect to policies to be pursued in connection with certain major problems and questions which will arise from time to time, and it is hoped that the members of this committee will serve as contact representatives in the various geographical centers in interpreting the needs of the Race to the office of education and in turn the plans and program of the office to the Race. In addition, Dr. Ambrose Caliver, the specialist in the education of the Race, hopes to secure expert advice and detailed suggestions on some of the more technical problems as they relate to us.

Chicago Def

Members of the advisory committee are drawn from various sections of the United States and represent various phases of education such as elementary education, secondary education and teacher preparation. The group includes classroom teachers as well as school administrators. Each one, however, is an expert in some particular field of education.

While being called upon as a body infrequently, the opinion of the members of the committee will be sought more frequently by mail. This will be a rotating group, certain members of which will serve only while the special projects in which they are interested are being considered, others being added as new projects are started.

Nominations for the personnel of this committee were mainly made by the officers of the National Association of Teachers. Other national educational bodies co-operating in the selection of the membership of the committee were: The Association of Colleges for Negro Youth; the National Association of Collegiate Deans and Registrars in Negro Schools, and the conference of Negro Land-Grant colleges.

While the personnel of the committee is composed of experts in the various fields of education, the services of the different members will not be confined within the limits of their specialties.

The members of the committee who represent the three fields of education which are to be emphasized are:

Miss Fannie C. Williams, principal, Valena C. Jones Elementary school, New Orleans, and president of the National Association of Teachers in Colored Schools; Fred McCuistion, associate director, Julius Rosenwald fund, Cotton States building, Nashville; Dr. J. H. Dillard, president, John F. Slater fund and Anna T. Jeanes fund, box 418, Charlottesville, Va.; H. Council Trenholm, president, State Teachers college, Montgomery, and chairman of the high school division of the National Association of Teachers in Colored Schools; Garnet C. Wilkinson, first assistant superintendent of schools, Washington; W. A. Robinson, principal, Austin high school, Knoxville; H. L. Trigg, state inspector of Colored high schools, Raleigh; Prof. H. O. Cook, principal of the Lincoln high school, Kansas City, Mo.; Dean J. W. Seabrook, State Normal school, Fayetteville, N. C.; Dr. Jane Ellen McAllister, chairman of the department of education, Miner Teachers college, Washington; Harry W. Green, professor of education, the West Virginia State college, Institute, W. Va.; N. C. Newbold, director of the division of Negro education, Raleigh; President B. F. Hubert, Georgia Agricultural and Mechanical College for Negroes, Savannah.

Additional members are: Dean D. O. W. Holmes, college of education, Howard university, Washington, and president of the Association of Colleges for Negro Youth; C. W. Florence, Virginia State college, Petersburg, and president of the National Association of Collegiate Deans and Registrars in Negro Schools; President John W. Davis, the West Virginia State college, Institute, W. Va., and chairman of the executive committee of the Conference of Negro Land-Grant colleges; President W. J. Hale, Agricultural and Industrial State college, Nashville, and retiring president of the Conference of Negro Land-Grant colleges; President Mordecai W. Johnson, Howard university; President John M. Gandy, Virginia State college, Petersburg, Va., and Dr. W. A. Daniel, associate executive secretary of the American Missionary association, New York.

Education
Federal Aid

Smith Hughes and Smith Lever Work Here

See Also: Supervisors, State of Rural Schools.
Money for Negro Education.
Demonstration Work (Extension File)
Vocational.

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Education - 1930
Federal Aid

DURHAM, N. C.
HERALD
APR 22 1930

NEGRO FARM SCHOOLS VALUABLE

The instruction in farm courses in the Negro schools in North Carolina is more than worth while, according to the recent report of H. O. Sargent, federal agent for agricultural education, on the progress of vocational education in agriculture in the Negro schools of the South for 1928-29. For every dollar expended on teachers' salaries in the Negro schools in this state, offering supervised farm practice, $2.21 is returned, according to the report.

The report shows that in 1927-28 North Carolina had 810 Negro pupils enrolled in all-day schools, 80 per cent of which number completed the supervised practical work. The average income per pupil taking this work was $72,85, $2.21 for each dollar spent on the salaries of teachers.

In addition to the enrollment in all-day schools there were 122 pupils in day-unit classes, 37 in part time classes and 437 in evening classes, making a total of 1,404 individuals in schools offering supervised practice in connection with the courses in agriculture —these pupils making an average return of $3.29 on every dollar expended for teachers' salaries.

According to Mr. Sargent, the number of Negro pupils enrolled in vocational courses in agriculture of high school grade is increasing. During the first year of the Smith-Hughes act, he says, it was nearly impossible to find Negro pupils who were then living on the farm enrolled in the high schools. Most of them were in the elementary grades. At present the larger percentage of the enrollment of Negro pupils in all-day classes is in high schools, which fact insures a much better type of instruction.

As a result of this type of instruction, according to this report, there has been a gradual improvement in farming done by Negroes. From all reports there seems to be a decided decrease in the percentage of Negroes leaving the farm and going to the towns and cities, as well as the number migrating to the north.

Durham, N. C., Morning Herald
Tuesday, April 22, 1930

NEGRO FARM SCHOOLS VALUABLE

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Constitution 7-10-30
Atlanta Ga

FEDERAL AID FOR SCHOOLS.

That large educational advisory commission, appointed by President Hoover to aid Secretary Wilbur in formulating federal aid to education in the states, is reported to have agreed upon a new plan. The gist of it is to abolish giving special funds for particular forms of education, such as vocational, mechanical and agricultural.

The new plan proposed is to estimate from the annual school censuses of the state systems the number of children of school age and then upon the basis of average daily attendance, give to the state $2.50 per year for each pupil. The state authorities would be left free to use the money for whatever species of education they judged best for the state's people, only requiring that the money be applied impartially for all pupils.

There are some 600,000 such white children of school age in Georgia, and some 400,000 colored children of that class. The new plan would mean giving to our educational system $2,500,000 a year to be divided 60-40 between the two classes of school children.

The details of the new scheme are now being specifically worked out and the whole plan will be submitted to congress in December. It will deserve close study by our southern school authorities especially and will probably excite important discussions when taken up in congress.

Education-1930

High Schools.

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California.

NEW YORK AMERICAN

APR 2 2 1930

Establish School for Mexicans and Negroes

EL CENTRO, Cal.—Headed by a well-known colored educator, Professor W. A. Payne, a graduate of Tuskegee Institute, a high school has been established here exclusively for Mexican and colored students.

Professor Payne hopes, by proper guidance of the young men and women in his charge, to build up a high standard of citizenship among them and obviate racial problems facing other cities in the West.

Education - 1930
High Schools.

General

150,000 STUDENTS ENROLLED IN HIGH SCHOOLS OF COUNTRY

Courier

Survey Shows 2,200 Per Cent Increase In 42 Years

2-15-30

WASHINGTON, D. C., February 13. — (CNS) — Colored students in the public high schools of the country have increased in number from 5,933 in 1890 to 132,329 in 1928 (including junior high school enrollment), a gain of more than 2,200 per cent in forty-two years, according to the statistics of public high schools recently published by the Department of the Interior.

The report shows that in 1900 there were 8,395 colored students in high schools, and in 1910 there were 12,636. By 1920 the enrollment had more than doubled, there being 27,631. This number was more than trebled during the six year period to 1926 at which time there were 75,713. These figures, of course, do not include students attending school in communities where no record is kept of race, or those whose color is not discernible.

Pittsburgh, Pa.

This rapid growth during the past eight years is believed to be due to the reorganization of the traditional high school and the attempt of the reorganized high school of the junior high plan to meet the needs of the changing community life.

At present there are 381 colored high schools of the old type and 127 high schools, according to the reorganized 6-3-3 or junior high school plan, a total of 508 high schools in which more than 3,000 teachers are employed and 132,329 pupils enrolled.

Of these pupils 50,255 students are boys, and 82,074 are girls. Yet in every group a higher percentage of boys continue their studies after graduation in colleges, while the girls seek out normal schools, although many of them fail to graduate.

Enrollment of colored students in commercial courses was not collected in 1915 or for the last year, but the percentage of colored students pursuing such courses in courses of business training is considerably smaller than it should be. In several cities recently, courses have been introduced in office practice, salesmanship, advertising, business management, banking, and commercial law, in addition to the usual typing and shorthand courses. Only 2.65 per cent of the colored pupils were enrolled in business classes in 1922. The percentage was slightly smaller in 1928.

The following table shows the number of colored high schools, the number of colored teachers and the students enrolled in high schools of the country, according to states. New Hampshire is the only state in the United States which has no colored student enrolled in any of its high schools.

Texas Leads in Hi Schools, North Carolina is Second

U.S. Report Shows Total of 508 Colored High Schools. Kentucky Third with 52; Maryland Has 19, Virginia 20, Pennsylvania 1, Jersey 1, Illinois 12 and W. Va. 19.

Afro-American

2-8-30

Baltimore Md

WASHINGTON. (CNS)— Colored students in the public high schools of the country have increased in number from 5,933 in 1890 to 132,329 in 1928 (including junior high school enrollment), a gain of more than 2,200 per cent in forty-two years, according to the statistics collected by the Department of the Interior.

These figures, of course, do not include students attending school in communities where no record is kept of race, or those whose color is not discernable.

New High School Plan

This rapid growth during the past eight years is believed to be due to the reorganization of the traditional four-year high school and eight-year elementary school system into a six-year elementary, three-year junior high and three-year senior high school plan.

At present there are 381 colored high schools of the old type and 127 high schools according to the reorganized 6-3-3 or junior high school plan, a total of 508 high schools in which more than 3,000 teachers are employed and 132,329 pupils enrolled.

More Girls

Of these pupils 50,255 students are boys and 82,074 are girls. Yet in every group a higher percentage of boys continue their studies after graduation in colleges, while the girls seek out normal schools although many of them fail to graduate.

Commercial Courses

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Texas leads all states with 93 colored schools, North Carolina is second with 52, Mississippi and Tennessee third with 27 each, and Georgia fourth with 23.

Maryland and West Virginia have 19, Virginia 20, New Jersey, Delaware and Pennsylvania one each, and New York none.

Teachers in Colored High Schools and Pupils in All Public High Schools in United States, 1927-1928

STATE	Regular High Schools		Reorganized Colored High Schools		Total Number Teachers	Total Number Colored High Schools	Colored Pupils Enrolled In All Public High Schools, 1927-28		
	Number Reporting	Number of Teachers	Number Reporting	Number of Teachers			Boys	Girls	Total
Continental United States	381	1,846	127	1,439	3,285	508	50,255	82,074	132,329
Alabama	3	62	13	78	140	16	1,360	3,009	4,369
Arizona	...	....	...	....	....	...	69	81	150
Arkansas	8	37	7	41	78	15	731	1,230	1,961
California	1	3	...	....	3	1	1,709	1,947	3,656
Colorado	...	....	...	....	....	...	189	298	487
Connecticut	...	....	...	....	....	...	251	303	554
Delaware	1	14	...	....	14	1	164	257	421
D. C.	2	132	3	94	226	5	2,129	3,147	5,276
Florida	3	11	8	83	90	11	758	1,504	2,262
Georgia	19	54	4	87	141	23	1,523	3,034	4,557
Idaho	...	....	...	....	....	...	18	11	28
Illinois	11	80	1	14	94	12	2,173	3,459	5,632
Indiana	6	71	1	3	75	7	1,411	1,815	3,226
Iowa	...	....	...	....	....	...	304	390	694
Kansas	...	....	2	46	46	2	1,414	1,843	3,257
Kentucky	45	161	7	28	200	52	1,442	2,478	3,920
Louisiana	3	16	3	75	91	6	1,081	2,304	3,385
Maine	...	....	...	....	....	...	17	11	28
Maryland	16	43	3	144	187	19	1,883	3,317	5,200
Massachusetts	...	....	...	....	....	...	627	742	1,369
Michigan	...	....	...	....	....	...	1,807	2,168	3,975
Minnesota	...	....	...	....	....	...	116	142	248
Mississippi	15	43	12	72	115	27	300	1,714	2,514
Missouri	14	86	9	133	219	23	2,340	3,307	5,647
Montana	...	....	...	....	....	...	12	13	25
Nebraska	...	....	...	....	....	...	151	204	355
Nevada	...	....	...	....	....	...	3	3	6
New Jersey	...	....	1	10	10	1	1,380	2,054	3,434
New Mexico	...	....	...	....	....	...	12	16	28
New York	...	....	...	....	....	...	2,836	5,270	8,10
North Carolina	76	329	6	39	368	82	2,771	6,123	8,89
North Dakota	...	....	...	....	....	...	1	4	
Ohio	...	....	4	39	39	4	3,809	4,725	8,53
Oklahoma	9	31	8	101	132	17	1,267	2,010	3,27
Oregon	...	....	...	....	....	...	49	33	8
Pennsylvania	...	....	1	5	5	1	3,041	4,507	7,54
Rhode Island	...	....	...	....	....	...	84	132	21
South Carolina	24	102	...	....	102	24	766	1,736	2,50
South Dakota	...	....	...	....	....	...	9	10	1
Tennessee	18	99	9	83	182	27	1,739	3,313	5,05
Texas	84	294	9	143	437	93	4,779	8,127	12,90
Utah	...	....	...	....	....	...	22	16	3
Vermont	...	....	...	....	....	...	4	2	
Virginia	18	155	2	24	179	20	1,843	3,459	5,30
Washington	...	....	...	....	....	...	235	154	38
West Virginia	5	15	14	97	112	19	1,006	1,510	2,51
Wisconsin	...	....	...	....	....	...	107	127	23
Wyoming	...	....	...	....	....	...	13	15	2

Education-1930

High Schools.

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Quitman, Ga., Advertiser
Friday, March 14, 1930

Negroes Make Good Showing In Exhibits

The negroes of Brooks county held a field rally for county schools at the Brooks county high school building in Quitman last Friday. There were many exhibits of school work shown and there was also an interesting program showing the educational work among the colored race in Brooks county.

The negroes are making excellent strides forward in their work thruout the entire county.

NEXT to the NEWS

IN BUILDING its new Negro industrial high school, Columbus is setting an example the state, and indeed all the south, might follow.

Inquirer Sun

5-27-30

Columbus, Ga.

As explained by Walter B. Hill, special supervisor of Negro education in Georgia, the school will provide technical education suited to the needs of the race.

The "homely subjects," as Mr. Hill calls them, will be taught. They include bricklaying, carpentry, plastering, machine work, cooking, domestic science and other industrial arts.

Statesboro, Ga., Times and News
Thursday, December 18, 1930

COLORED SCHOOL ACCEPTS CHARTER

TAKES STEPS NECESSARY TO RECEIVE BEQUESTS FROM A NUMBER OF FRIENDS.

In order to meet the requirements stipulated in a recent bequest from a friend in the North, the Statesboro High & Industrial School (colored) has been chartered and formally organized with a board of directors and other necessary officials.

Several weeks ago there was run in the columns of this paper a petition for incorporation, which petition was drafted by Hinton Booth and F. T. Lanier to meet the necessary requirements. Among the incorporators were a number of white as well as colored friends of the school. Under the provisions of the charter the affairs of the school will remain in the city of Statesboro through the city board of education. It is provided, however, that certain other property of the school, including the industrial farm, a teachers' home, a dormitory and other industries to be erected on an adjoining lot, shall be held by the corporation for the benefit of the school.

Under the terms of the charter, the five members of the city board of education are ex-officio members of the board of trustees for the new organization. Along with these are the mayor and five other white friends of the school. The five members additional of the board are Hinton Booth, S. W. Lewis, W. S. Preetorius, J. E. McCroan and D. B. Turner. These eleven white persons, together with William James, principal, and the three colored trustees of the school—E. D. Lattimer, Rufus Butler and Abner Hill—constitute the entire board of management of the school propery. Of this body Hinton Booth is president; D. B. Turner and E. D. Lattimer, vice-presidents; William James, secretary, and J. E. McCroan, treasurer.

Announcement was made at the organization meeting Monday afternoon

Georgia.
6

that there are already in hand contributions totaling $2,400 from Northern friends of the school which funds will be applied to the building of the teachers' home and other improvements. It was also announced that a donation of $1,350 is guaranteed from the Rosenwald fund for the erection of the $4,000 teachers' home. Besides these cash donations for the benefit of the school, announcement was made that with a $2,000 donation recently received from an estate in the North, **a valuable tract of land had been purchased from the Proctor estate just west of the present school property. The title to this real estate, which is to be used as the site for the proposed future developments, will rest in this newly organized board.**

William James, who has been head of the school for the past quarter of a century, has promises of other important contributions from wealthy Northern friends in the near future. The local white friends who have taken part in the incorporation of the school, have done so for the purpose of rendering such aid as may be possible to the successful culmination of Prof. James' plans.

PROMINENT EDUCATOR IN THE CITY

Tribune

Prof. Lampkin To Head Negro Schools of Columbus

9-4-30

Prof. F. R. Lampkin, Rosenwald agent for Georgia and executive secretary of the Georgia State Teachers' Association, is in the city for a few days.

Savannah, Ga.

Mr. Lampkin has been in Darien, Ga., where he was present Sunday at the dedication of a $5,000 Rosenwald four-teacher school building. Monday he will go to Sylvania to inspect the new $12,000 Rosenwald building which has just been completed there.

Prof. Lampkin will sever his connection with the Rosenwald Foundation shortly to take up his new duties as principal of the new $150,000 high school at Columbus. He will also serve as supervisor of all the Negro schools of that city.

This summer he has been studying at Harvard University, where he has a year's scholarship awarded by the Rosenwald Foundation.

After getting the work in Columbus started, he will return to Harvard to complete his scholarship.

COLUMBUS, GA.
LEDGER

DEC 1 - 1930

A New School Building.

The dedication of the W. H. Spencer high school for negroes Saturday evening adds another needed institution to the public school system of Columbus. The dedication exercises were attended by a number of leading citizens and distinguished visitors. Among the latter was Dr. Alfred K. Stern, of Chicago, director of the Rosenwald Fund, who was principal speaker.

Dr. Stern expressed his approval of the plans of the new building and its appointments. He said that the fund he directs has aided in the construction of approximately 5.000 school buildings for the education of the negro race and he spoke in commendation of the efforts of this city to supply modern educational facilities for negroes.

The new school begins its service under encouraging auspices. It has the sympathetic interest of all who realize the value of education in the making of good citizens and promoting good government. It has been appropriately named for W. H. Spencer, who served many years as a teacher, and supervisor of negro education in Columbus and who was a leader of his race and a valuable citizen.

Columbus is indebted to the Rosenwald Fund for its cooperation in making the new school a model for the education of the negro race. The new supervisor, F. R. Lampkin, is fortunate in the beginning of his service in the public school system to have this excellent institution to aid him, and he may be expcted to carry on the work of his earnest and able predecessor.

Education-1930

High Schools.

6

North Carolina

WINSTON-SALEM TO GET FIRST ROSENWALD INDUSTRIAL HIGH

Courier

11-22-30

WINSTON-SALEM, N. C., Nov. 20. —(CNS)—This city is to get an industrial high school through the Julius Rosenwald Fund.

This city was chosen, according to Alfred K. Stern, director and secretary, because of "the enlightened and receptive administration which has shown itself as being anxious to improve methods of the teaching staff and to work toward obtaining the ultimate goal in education, which is school training to fit the individual for higher education or to get a job."

Pittsburgh Pa

The group which attended the Julius Rosenwald Fund conference consisted of representatives from the fund, outstanding educators, representatives from Raleigh and from the local school system. It was held for the purpose of inspecting the work done on the new Negro high school and to work out further plans for the institution. The fund has provided $50,000 which is to be used by the industrial art department of the school.

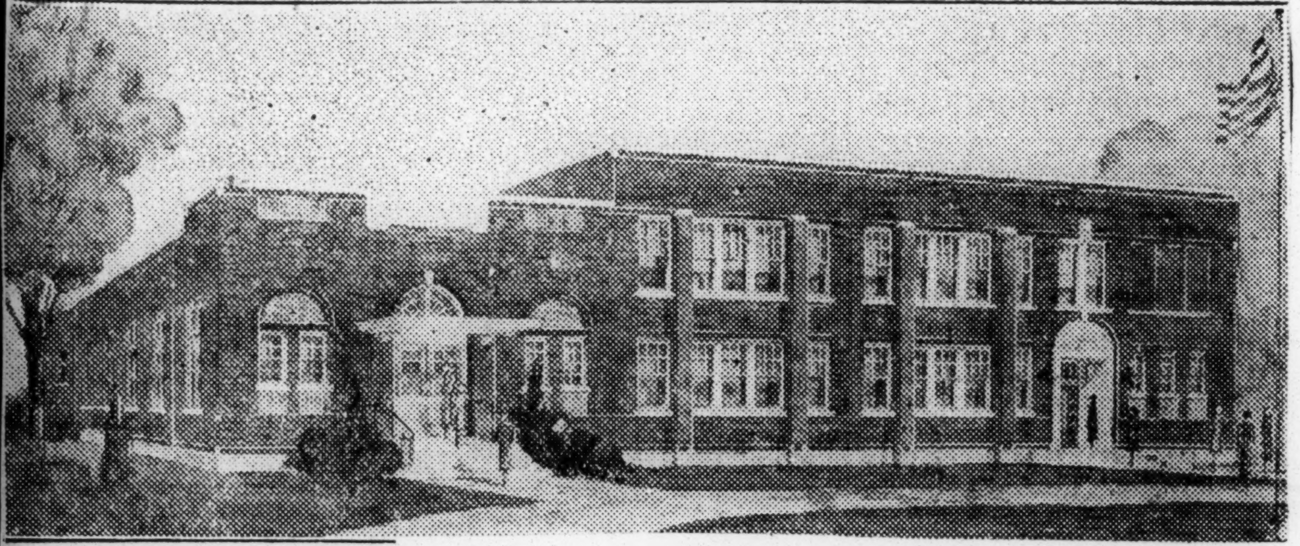
Education—1930

High Schools.

Tennessee

Memphis, Tenn. Commercial Appeal
Sunday, December 21, 1930

New High School For Marked Tree



Estes W. Mann, Memphis architect, has been retained as architect for the new Junior-Senior High School as well as for the new negro school buildings to be erected at Marked Tree, Ark., out of the recent $55,000 bond issue.

The high school building, as may be seen from the architect's drawing above, is to be a two-story brick, trimmed with limestone. The auditorium is at the left and will be one story in height. It will have a stage and a seating capacity for 400.

The heating plant is located in the sub-basement, just beneath the stage and dressing rooms.

There will be a domestic science room, music and expression rooms, four class rooms and teachers' room on the first floor.

The second floor contains a library, large study hall, three class rooms and the superintendent's office.

W. R. Wayne is president of the Marked Tree school board and Mrs. Beulah E. Holland, secretary.

The negro school will be of one-story, brick veneer construction, containing six class rooms and auditorium.

Education-1930

High Schools.

Texas.

FIRST WEEKS AT COLORED HIGH SCHOOLS SHOW FINE OUTLOOK AND INCREASED ENROLLMENT

Houston Informer
10-4-30

Houston, Texas—They're off! And yet this is not a race track story. But it is a story about a race that is far more important than any race that any horse has ever run on any race track. It is about the race of life which is being begun or continued by the thousands of boys and girls who have enrolled in the Negro high schools of Houston.

The race started on September 15, and The Informer was interested to know how it was going and how the participants were getting started. So the writer was delegated to call on the high school principals to find out what kind of start they had had and what the prospects for the year are. So, here we are.

Jack Yates High

Prof. James D. Ryan showed on his face that he was well pleased with what has happened during these few days at Jack Yates, where the enrollment to date is 1,246, which is a decided increase over last year's enrollment. The number of the staff remains the same except that there is a music teacher who gives a half day each day to music and all positions have oeen filled with the exception of that of secretary-librarian. "I am greatly encouraged by the cooperation and enthusiasm on the part of my staff and students, and I look forward to the very best year in Jack Yates' history." Prof. Ryan said.

Booker T. Washington High

Prof. W. E. Miller, principal of Booker Washington, beamed with the happiness which he feels as he was asked about prospects for his school for the coming year. His enrollment is 727, which is an increase over last year. "We began actual class work on the second day of school and have been hard at it since," Prof. Miller told the writer; and he feels that 1930-31 should be a banner year at Booker T. Washington High School.

Phyllis Wheatley High

"We have had a fine start" were the words which came without hesitation from the lips of Prof. E. O. Smith as he was asked about Wheatley High. Further questioning brought out the fact that the enrollment this year is 1,234 as against 774, and the number of the staff 37 as against 25 last year. "I have never seen a time when school children were so anxious for vacation time to come to a close," was the way Prof. Smith described the spirit in which the children had gone about their work.

Harper Junior High

"Harper has a more promising outlook this year than at the beginning of any previous year. The enrollment shows an increase. The number of the staff remains the same, but its efficiency has increased through summer studies." In the foregoing words Prof. E. A. Chester told us of the start which has been made at Harper.

Education - 1930
Illiteracy

Alabama

29 COUNTIES RALLY AGAINST ILLITERACY

State Board Of Education Receives Encouraging Reports On Campaign

Twenty-nine County Superintendents of Education have pledged their immediate cooperation in the state-wide campaign to school illiterates before the federal census is taken, it was announced yesterday at the State Department of Education.

The 29 counties that have responded are: Baldwin, Chilton, Clay, Cullman, Dale, Dallas, Elmore, Escambia, Etowah Green, Houston, Jefferson, Lawrence, Limestone, Macon, Madison, Marengo, Marion, Marshall, Mobile, Montgomery, Perry, Pickens, Pike, Sumter, Randolph, Tuscaloosa, Walker and Wilcox.

Twelve of the counties have organized committees to canvass the counties and see that all illitrate persons are provided with training to read and write. They are: Baldwin, Chilton, Cullman, Elmore, Etowah, Greene, Houston, Jefferson, Lawrence, Pickens, Randolph and Wilcox.

Mobile County it was stated, had been organized before the request came from the Alabama Advisory Committee on Illiteracy which was organized last week.

Jefferson County opened an intensive program Monday it was reported.

Advertiser 2/19/30 Montgomery, Ala.

Pike County Negroes Join Illiteracy Fight

TROY, ALA., Feb. 23.—(Special.)—A. J. Fields, principal of the negro schools in Troy, has been named county chairman for illiteracy work among the negroes of Pike County. He reports the preliminary work is making fine progress.

Fields, his wife, and Lidia Thompson, a teacher in the Troy negro school, have organized a large class of illiterates in Troy, and are teaching them three nights a week. At present 75 are enrolled and more are anxious to enter. The youngest member is 20 years old and most of them are middle-aged. The attendance is 100 per cent at each meeting.

A class has also been organized at Banks, 10 miles south of Troy and 18 negroes are enrolled. They have already raised the necessary funds for the work there.

Advertiser 2-24-30 Montgomery, Ala

Secretary Wilbur Writes To Harrison On Illiteracy Fight

Advertiser

WASHINGTON, Feb. 18.—(Special.)—Letters have gone out from here, signed by Ray Lyman Wilbur, Secretary of the Interior and chairman of the National Advisory Committee on Illiteracy, asking W. R. Harrison, superintendent of education, of Montgomery County, to take part in the campaign that is to be waged by nation, state and county, to the end that illiteracy may be driven from the land. In his letter Secretary Wilbur says:

2-19-30

"As chairman of the National Advisory Committee on Illiteracy, apppointed with the approval of President Hoover, I am writing to ask you to give your most earnest efforts and influence toward a nationwide campaign to reduce illiteracy to a minimum before the compilation of the census of 1930.

Montgomery, Ala.

"Your Governor and State Superintendent of Education have appointed a Committee on Illiteracy for your State. This committee, I hope will act with and be a part of our National Advisory Committee. I am sure that from the position you hold you will do everything in your power to help your State Committee carry out any plan or program that may be formulated.

Purpose Of Committee

"One of the purposes of the committee is to collect, centralize and combine the best methods used by the various states in their illiteracy campaigns. The sub-committee on techniques, after very careful and earnest consideration, has compiled a manual on organization, procedure and teaching. I am enclosing this and hope you will give it your careful attention.

"Please call upon us at any time for such assistance or advice as we may be able to give. We, in turn, expect to call upon you for needed information and would be very glad to receive any suggestions you have to offer."

In further outlining the illiteracy situation, Secretary Wilbur said:

"We are so proud of the great American public school system that we sometimes forget that several millions of our grown men and women in the United States can neither read nor write. It is a high percentage for a civilized country and means that one out of every 14 people of voting age can not read such a warning sign as 'Danger, Live Wire.'

"The aim of the National Advisory Committee on Illiteracy is to discover and put into effect measures that will give at least a minimum training to all of our illiterate fellow citizens. This need not be very difficult. It requires, action in every part of the United States. Every time we teach an adult to read or write, we have assisted in the training of the children of the future, for the children who are not sent to school largely come from homes where one or both of the parents can neither read nor write. Simple procedures of training have been developed and with the help of the school teacher, the school departments, and various movements for adult education, and the interest of the public at large, a marked improvement can be brought about before the next census. If not now, certainly after that census is taken we should have full information as to the number of illiterates, their location, and be able to remove this blemish from American life."

Cause Of Poverty

The committee holds that illiteracy is one of the chief causes of poverty and poverty in turn perpetuates illiteracy. The eradication of poverty will go hand in hand with the eradication of illiteracy. In number, the illiterates of the present time exceed the population of the Colonies when Washington led in their liberation from foreign rule. These slaves of ignorance outnumber the slaves that Lincoln emancipated. We have come now to the third emancipation; the release from the thraldom of ignorance of 5,000,000 of our fellow citizens. The cooperation of the Federal Government, the State commonwealths, private philanthropy and public-spirited citizens acting in accordance with a wisely chosen and thoroughly practical plan can accomplish this end. The purpose is to push this campaign until the desired purpose is accomplished. No element in the campaign is more important than the county, and headquarters in Washington must lean heavily on those units or it will fail.

ILLITERACY STATISTICS

Alabama 1920

Total number illiterates 10 years old and over	278,082
Native white illiterates	65,394
Foreign born illiterates, white	1,893
Negro illiterates	210,690
Illiterate males of voting age	111,997
Illiterate females of voting age	116,568
Percentage of illiteracy in state	16.1

Illiteracy By Counties

	No.	Pct.
Winston	929	9.6
Lamar	1,147	8.8
Cleburne	1,179	12.6
Marion	1,323	8.8
Cullman	1,400	6.1
Fayette	1,434	10.9
Coosa	1,487	14.2
Clay	1,569	9.9
Baldwin	1,607	10.4
Blount	1,646	9.2
Franklin	1,663	10.9
DeKalb	1,821	7.5
St. Clair	1,859	11.1
Marshall	1,862	8.1
Washington	1,980	19.3
Cherokee	2,008	13.7
Randolph	2,025	10.7
Chilton	2,273	13.9
Crenshaw	2,428	14.9
Choctaw	2,472	16.4
Escambia	2,491	13.4
Dale	2,628	16.1
Lawrence	2,645	15.5
Bibb	2,668	15.8
Shelby	2,791	14.0
Lauderdale	2,835	9.6
Morgan	2,837	9.6
Geneva	2,946	14.4
Tallapoosa	3,146	14.5
Colbert	3,243	13.7
Coffee	3,310	15.8
Elmore	3,341	16.2
Lee	3,360	13.8
Jackson	3,371	13.4
Henry	3,431	22.9
Autauga	3,647	26.2
Conecuh	3,655	21.0
Covington	3,702	13.6
Etowah	3,758	10.9
Houston	3,888	14.4
Clarke	3,930	20.4
Macon	4,008	23.3
Butler	4,010	18.8
Limestone	4,082	18.0
Walker	4,119	11.4
Pickens	4,142	22.3
Calhoun	4,197	11.8
Talladega	4,410	14.3
Pike	4,627	20.2
Chambers	4,764	16.1
Monroe	4,790	23.4
Greene	4,998	36.1
Bullock	5,240	18.6
Hale	5,329	29.7
Perry	5,417	29.3
Madison	5,689	13.0
Tuscaloosa	5,974	14.8
Lowndes	6,028	32.7
Barbour	6,089	26.3
Sumter	6,294	33.0
Russell	6,550	32.9
Wilcox	6,887	30.0
Mobile	8,781	10.9
Marengo	9,012	33.8
Montgomery	11,435	17.9
Dallas	13,512	32.3
Jefferson	26,063	10.7

Illiteracy By Cities

(25,000 or more population)

Birmingham	12,200
Mobile	4,502
Montgomery	4,554

(10,000 to 25,000)

Anniston	1,450
Bessemer	2,570
Dothan	783
Florence	543
Gadsden	859
Selma	1,903
Tuscaloosa	967

(2,500 to 10,000)

Alabama City	488
Albany	254
Andalusia	153
Athens	87
Attalla	294
Brewton	342
Brighton	468
Carbon Hill	197
Decatur	463
Demopolis	552
Enterprise	179
Eufaula	830
Fairfield	497
Florala	198
Girard	741
Greenville	396
Huntsville	856
Jasper	217
Lanett	475
Opelika	439
Ozark	250
Phenix	420
Piedmont	238
Roanoke	72
Sheffield	525
Talladega	556
Troy	712
Tuscumbia	286
Union Springs	802

Note—Counties are listed in the order of their literacy; cities are listed alphabetically.

Alabama stops 45th from the top in total percentage of illiteracy. Alabama stands 42nd from the top in the total per cent of native white illiterates. Alabama has 65,394 native white illiterates. This is more than the total number of native born illiterates in:

Connecticut	2,927
Delaware	2,427
Rhode Island	2,225
New Hampshire	1,973
Montana	1,067
Nevada	157
North Dakota	1,307
Vermont	3,613
Minnesota	5,955
Oregon	1,990
Utah	925
Washington	2,379
Wyoming	421
Mississippi	22,242
New Jersey	9,696

Illiteracy in Alabama ranges from 6.1 per cent in Cullman County to 36.1 in Greene County.

Alabama has 12 counties with more than 25 per cent illiteracy. They are:

Autauga	26.2
Greene	36.1
Bullock	28.6
Hale	29.7
Perry	29.3
Lowndes	32.7
Sumter	33.0
Russell	32.9
Barbour	26.3
Wilcox	30.0
Marengo	33.8
Dallas	32.3

Alabama has seven counties with more than 30 per cent illiteracy. They are:

Greene	36.1
Lowndes	32.7
Sumter	32.0
Wilcox	30.0
Marengo	33.8
Dallas	32.3
Russell	32.9

There are 228,565 illiterates of voting age in the state; 160,883 of Alabama's illiterates are under 44 years of age.

Illiteracy in Alabama is largely a rural problem. There are 193,446 more illiterates in the country than in the cities.

Rural illiteracy	235,764
Urban illiteracy	42,318
Total number illiterates in the state	278,082

School Census Shows Decline

Advertiser.

10-18-30

Number Of Children Off; Illiterates Increase

Montgomery Ala.

A decrease in the number of children of school age between the ages of seven and 20 inclusive and slight increase in the number of illiterate children of school age is shown in the Biennial State School Census reports which were released yesterday by the State Department of Education.

The report gives the number of children of school age in the State as 810,099 in 1930 as compared with 824,634 in 1928, or a decrease of 14,535. Of this number 515,133 are white children and 294,966 are negro children, the 1930 report. In the 1928 report there were 517,922 white and 306,712 negro children.

It is upon the basis of this census which is required by law to be taken every two years, that the General Education Fund amounting to about $4,200,000 will be apportioned to the various counties this school year and the next school year.

Fund Not Yet Reported

The total of the General Education Fund for this year has not yet been reported to the State Department of Education by the State Auditor, but it is expected that the amount will be reported in a few days. The General Education Fund, which is the largest fund to be distributed by the State, represents the receipts of a State-wide three-mill tax on property assessments plus an annual legislative appropriation of $500,000, and a few incidental receipts such as rentals on school lands and other minor sources of income.

In the matter of illiteracy of children of legal school age the report shows that there are 99,762 illiterate children in the State, as compared with 93,197 illiterate children in 1928, or an increase of 6,565. Of the illiterate children this year, 34,764 are white and 64,998 are negroes. In 1928 there were 31,543 illiterate white children and 61,654 illiterate negro children.

A general summary of counties which made the largest reductions in illiteracy was provided by Miss Clutie Bloodworth, director of division of exceptional education. Complete tables showing the number of white and negro children in each county and the number of illiterate children in the counties will be published by The Advertiser tomorrow.

Progress In Some Counties

The following counties made a reduction in the illiteracy of white children seven to 20 from 1928 to 1930: Chambers, Cherokee, Clarke, Clay, Cleburne, Colbert, Coosa, Crenshaw, Bullock, Dale, Etowah, Fayette, Henry Jefferson Lamar Lee, Lowndes, Macon, Madison, Monroe, Perry, Pike, Randolph, Talladega and Walker.

The counties having the largest white school population are Jefferson, Mobile, Walker and Etowah. Three of these counties, Mobile, Walker and Etowah increased in school population from 1928 to 1930. Three of the counties, Jefferson, Etowah and Walker reduced the total illiteracy of children as follows:

Etowah	37.4
Jefferson	34.7
Walker	2.1

Clay and Cullman Counties made the largest reduction of illiteracy of white children 16 to 20 years of age (inclusive) from 1928 to 1930 as shown by the 1930 school census. Clay cut the illiteracy of 16 to 20-year olds 42.1 per cent and Cullman followed closely with a reduction of 41.4 per cent. Both Clay and Cullman provided opportunity schools for four successive years previous to 1930 and made vigorous efforts to enroll all illiterate boys and girls 16 years of age and over.

The census revealed that the State on the whole had a slightly larger number of illiterate white children 16 to 20 years of age in 1930 than in 1928, the record showing an increase from 1932 to 1998. However, in all the counties where opportunity schools were provided and where the 16 to 20 groups were given a chance to learn to read and write for two years before the taking of the recent census, there was an appreciable decrease in the illiteracy of the 16 to 20 children

Walker led the counties which had had only two years of instruction previous to the census with a 25.9 per cent reduction. Morgan had schools for two years but failed to provide for these children in 1929, immediately before the census year, so Morgan had the same number of illiterate 16 to 20-year olds in 1930 that she had in 1928. Etowah gained in school population (7 to 20) by 1,397, but made 15.7 per cent reduction in the illiteracy of the group noted.

Ten counties had opportunity schools from four to two years before the census of 1930 and the results are indicated by the following table:

Clay 42.1 per cent, Cullman 41.4 per cent, Walker 25.9 per cent, Jefferson 25.6 per cent, Dale 21 per cent, Geneva 19.5 per cent, Etowah 15.7 per cent, Chilton 7.6 per cent, Jackson 6.9 per cent, Morgan no gains.

Five of 13 counties not only made a reduction in the illiteracy of the older white children, but reduced the illiteracy of the school population from seven to 20 years old.

Etowah made a reduction of 37.4 per cent, Jefferson 34.7 per cent, Clay 8.1 per cent, Dale 2.6 per cent and Walker 2.1 per cent.

Education-1930

Illiteracy

General

AUGUSTA, GA.

Herald

JAN 20 1930

SOUTHERN STATES DETERMINED TO WIPE OUT ILLITERACY

FROM all over the South, and particularly from the counties of Georgia and South Carolina in the Augusta territory, come reports of organized efforts being made to wipe out illiteracy.

While this movement should have begun many years ago, certainly it is better late than never, and because most of our southern states are near the bottom of the list in the matter of illiteracy, there is no reason that we should try to hide this shameful condition or fail to meet it squarely.

The census takers will begin their 10-year count this spring, and at that time the standing of the states with respect to illiteracy will be determined. Southern states particularly are determined that they will not longer have to apologize for their standing.

The movement to wipe out illiteracy begun in Edgefield County is typical of that being undertaken in many counties, although it would appear that our neighbors across the river are going into this matter with greater enthusiasm and in a more thorough manner than the average county.

The **Herald's** correspondent at Edgefield reports that there are but 140 totally illiterate whites in that county, and arrangements have been made to teach these to read and write within the next few months.

Showing their interest in education, the negroes of that county held a meeting at the court house recently. The auditorium was filled to capacity and many stood in the aisles, and as a result of the meeting night schools are to begin at once and every colored person in the county will be given the opportunity to learn to read and write.

At the Richmond Academy here and at the John Milledge school, night schools have been held for several years. Hundreds of illiterate whites have been taught to read and write. So far as we are informed no similar service has been provided for the negroes.

Augusta might well take a page from Edgefield's book and begin now to plan for the complete elimination of illiteracy in this county.

It is hard to conceive of any person being unable to sign their name and at least read the daily newspapers in this progressive period of our country's history. Of course, most of the newer generation have acquired at least the rudiments of an education, but there are hundreds of adults who are entirely illiterate.

We should not wait for these to die off before illiteracy is done away with. Many older persons who had no opportunity to attend school in their younger days, or had the opportunity and neglected it, are timid about asking help in the later years of life. Many of them do not desire to even admit their deficiency in this particular. Night schools, or some arrangement for instruction, should be made available for these, and they should be encouraged to attend the schools.

DALLAS, TEX.

TIMES HERALD

APR 19 1930

ILLITERACY.

STUDENTS OF educational problems in the United States are waiting with much interest to see what the 1930 census will show concerning illiteracy in this country.

An eleventh hour effort to teach the unlettered to read and write was made, but that any appreciable result obtained is extremely doubtful. Nevertheless, there is reason to hope that a reduction in illiteracy from 1930 will be shown.

During the last ten years immigration has been held down, and unusual prosperity has enabled more students to enter school. At the same time it has provided the various anti-illiteracy agencies with more funds than usual. Yet the country at large has not been as aware of the illiteracy problem as it should have been.

The census of 1870, the first taken after freedom of the slaves showed that 20 per cent of the total population was illiterate. By 1880 the percentage had dropped to 17. Of the negroes 79.9 per cent were illiterate and of the native whites 8.7 per cent.

The census of 1920 showed a total of 6 per cent illiterate. The native white percentage had decreased to 2.5 and the negro percentage to 22.9. During the intervening years the influx of foreigners had increased the illiteracy problem.

It is deplorable to think that 6 per cent of the population of a nation like the Uinted States should be unable to read and write, but the decrease since 1870 is reasonably large in view of the obstacles faced. When the slaves were freed only twenty out of a hundred of those over ten years old could read and write. And they were released in the South that had been virtually impoverished by the war.

Negroes Taught to Read and Write by Rosenwald Funds

Washington.—(C N S)—With funds supplied by Julius Rosenwald—$1 for every $2 raised locally—several states have conducted campaigns against illiteracy and Negro illiterates have benefited very largely. Figures for seven states—Alabama, Delaware, Georgia, Louisiana, Pennsylvania, South Carolina and West Virginia—show that in those states alone nearly 200,000 Negroes have been "taught to read and write."

Independent

The census returns for several censuses have shown what was supposed to be an approximately correct record of the number of illiterates in each state. This supposition was dealt a body blow when it was found that nearly 24 per cent of the men between the ages of 21 and 31 drafted during the World War were practically illiterate and could not understand written orders. This high percentage of illiterates so astounded the country that efforts were at once planned to give evry illiterate a chance to learn his a-b-c's and write his name.

10-9-30

President Hoover appointed a committee on illiteracy of which Ray Lyman Wilbur, Secretary of the Interior, is chairman. This committee has conducted campaign in several states, and four southern states have taken the lead in this work.

Atlanta Ga.

According to reports just made public by the National Advisory Committee on Illiteracy, Alabama, Georgia, Louisiana and South Carolina have reduced the number of their illiterates to a marked degree. In these four states a total of 240,270 illiterates were taught to read and write. The number given instruction in each State follows: Alabama, 17,310 native whites, 18,000 foreign-born whites and 24,348 Negroes; Georgia, 4,282 native whites and 32,313 Negroes; Louisiana, 19,745 native whites and 88,606 Negroes, and South Carolina, 17,534 native whites and 31,811 Negroes.

Available figures for four other states show approximately that an additional 40,000 have also been taught to read and write. In Delaware, such adult pupils number 75 native whites, 2,000 foreign born whites and 11,049 Negroes; in Pennsylvania, 2,000 native whites, 23,000 foreign born whites and 1,000 Negroes; in West Virginia, 2,942 native whites, 719 foreign born white and 1,026 Negroes and in the District of Columbia, 200 native whites and [illegible] foreign born whites. The figures for the Negroes instructed in the District of Columbia were not available owing to the fact that volunteer workers have failed to report the number taught to the committee.

In most of the states the committee's scheme and manual of instruction were the guides. A mechanical method being used. With a hard instrument the name of the pupil was grooved into a soft surface and the illiterate was taught to trace his name with a pencil in the groove.

It is the plan of the committee to extend the campaign to all of the states and also to follow up simple initial instructions with advanced work next year.

Independent
10-9-30
Atlanta Ga.

Education - 1930

Illiteracy

Georgia

Columbus, Ga. Ledger
Sunday, January 12, 1930

Illiteracy in Georgia.

In connection with the campaign to decrease illiteracy in Georgia Dr. M. L. Duggan, state sueprintendent of schools, has prepared some statistics relating to illiteracy in 1920. According to the census ten years ago there were 66,537 native white illiterates, more than ten years of age, in Georgia. The number of Negro illiterates of the same age was 261,115. The total of illiterates in the state was 328,838, which was 15.3 per cent of the population.

The statistics covering the illiteracy condition in 1929 are not available, but we know that they would make a bad enough showing and one of which the people of the state would be ashamed. It is to correct this condition that an aggressive campaign for the instruction of adults has been undertaken. It is the opinion of all progressive citizens of the state that the showing which the census of 1930 may make will have a decided influence upon the minds of persons who contemplate making their homes in the South. It will also have an influence upon industries that may be seeking southern locations.

In the census of 1920 Muscogee stood 44 in the state list of illiteracy, with 1,046 white and 3,055 Negro illiterates. We know that the number of illiterates in the county has decreased very much since the taking of the last census, and it is hoped that the night schools which now are being conducted in city and county will have a decided bearing upon the figures in the census of 1930. They will do so if the publio gets behind the movement and encourages attendance. There are many persons in the county who should be attending these schools but who have not yet begun to take advantage of the opportunity offered them.

Led by Hon. T. Hicks Fort, the committee appointed to raise a fund in the county in order to secure the Rosenwald allotment quickly raised $2,000, which assures a contribution of $1,000 from the Rosenwald fund. Adult schools were at once organized and are now functioning. Their success is largely dependent upon the support of the public. Muscogee has a chance to make a remarkable educational showing in the next census. Get the adult illiterates into the schools!

Negro Illite y Crusade lanned

Enquirer-Sun

1-16-30

Columbus, Ga.

ATLANTA, Ga., Jan. 15.—(AP)—Bishop F. F. Reese, of Savannah, Ga., chairman of the state committee on interracial cooperation, today said the committee planned to eliminate illiteracy among negroes of Georgia.

Speaking before a meeting of the committee here, Bishop Reese also announced his resignation as chairman, stating that other duties and avancing years forced him to this step.

Bishop Reese said that there are 60,000 white illiterates in the state and approximately five times that many illiterate negroes.

Sylvania, Ga., Telephone
Friday, January 17, 1930

ILLITERACY IN GEORGIA.

The statistics recently sent out showing the illiteracy in Georgia seem startling, but it must be remembered that these figures were taken from the 1920 census, and we believe the coming census will give us a much better showing. There has been much improvement in educational interest the past ten years, and with the consolidated schools, trucks, and district school taxes, our state has undoubtedly made much advancement. Screven county ranked high in illiteracy in 1920, but we know there has been much improvement in this county the past decade. There is still much room for improvement, and the chief handicap seems to have been the lack of funds. For some years now Georgia has been seriously hampered for school money, and has only been furnishing her children about six months free school. We do not know what the cause is, except of course lack of funds; but the common school fund should undoubtedly come ahead of everything else. Perhaps one reason has been that there have been so many more children knocking at the door and so much more money needed to provide for them. In most parts of this county, and most of the others the state funds are supplemented by local school taxation, and there are not many people who kick on a reasonable school tax. We have all come to realize that it is the most important thing in the upbuilding of the state—for it is without doubt true that illiteracy and crime go hand in hand. There are exceptions, of course, but as a rule if we want good citizens we must educate them. And what is true of the white race is also true of the colored. We have no right to expect that they should make good citizens, if they grow up in ignorance. There has been difference of opinion along this line, but as a rule it will be found to be true.

Winder, Ga., News
Thursday, January 9, 1930

A PARTIAL REPORT OF THE ACTIVITIES OF THE NEGRO BOYS OF FAIR FIELD SCHOOL

Editor Winder News:

I beg space in your paper to relate the activities of the vocational group connected with the Fair Field consolidated school, located at Statham, Ga., Barrow County, for year of 1929. In the all day group we had an enrollment of 26 boys, of which number each carried a cotton project of 2 acres. Of this group 22 completed their projects. In the animal husbandry class we had an enrollment of eleven, each carrying a project. Each one grew and fattened a pig. All of this group completed their projects. In the part time classes we had 19 boys who took special courses in Farm Crops and animal husbandry. Each of these completed their projects. We also conducted 3 evening classes. In this group we had 23 men who took special instruction in procuring seed, mixing fertilizers, etc. They too carried projects to completion.

Below is the summary, 1928-29.

ENROLLMENT

All Day Pupils	26
Part Time Pupils	19
Evening Classes	23

PRODUCTS PRODUCED

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Animal Husbandry, hogs, 3,855 pounds, Value	771.00
Part Time Classes, Cotton 25,750 pounds, Value	4,370.50
TOTAL VALUE	$8,654.55

The estimated value of Evening Classes:

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Defender

1-4-30

Chicago

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Albany, Ga. Herald
Monday, January 20, 1930

THE ILLITERATE.

Dougherty County has a large illiterate Negro population. It happens that this is one of the counties of Georgia whose population is preponderantly black, and though the ratio of black to white has decreased steadily from seven to one, at which it stood fifty years ago, it is still somewhere between two and three to one.

It is the high percentage of illiteracy among the adult colored population (the younger generation of Negroes has a low percentage of illiteracy) which gives Dougherty County its unenviable rank. In white illiteracy but one county in Georgia is lower than Dougherty, but in total illiteracy there are but five counties above us.

What a wonderful thing it would be if, before the next census is taken, a large number of the colored illiterates in this county could be taught to read and write. Educational authorities say the two-months course which is outlined in books the state is ready to supply free of charge will enable those taking it to read and write sufficiently well to emerge from the illiterate class before the next census is taken.

Many of the counties in Georgia which the last census showed to have a large illiterate class are taking steps to improve their standing under the 1930 census. It is impossible for county boards of education to use any of their funds for such purposes, as the law requires the use of money appropriated to the common schools to be used exclusively for the benefit of children of school age. Not a dollar of it can be used in connection with the teaching of illiterates.

Illiteracy is not a credit to the state or the county in which it is found, and getting rid of illiteracy is one of the best means yet discovered for increasing the self-respect of a class of people whose privileges and opportunities have been definitely limited through no particular fault of their own.

The Kiwanis Club is interested in plans for dealing with the problem in Albany, and other local organizations will be appealed to for assistance, which should be promptly and generously given. The philanthropy of Julius Rosenwald makes available one dollar to match every two dollars to be raised locally for this work, and there should be no great difficulty in securing the necessary funds. But there's no time to waste, as Uncle Sam's enumerators will begin taking the 1930 census in April.

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Winder, Ga., News
Thursday, January 16, 1930

THE CENSUS SHOWS ENORMOUS AMOUNT OF ILLITERACY AMONG COLORED PEOPLE

Each census that has been taken shows an enormous amount of illiteracy among the colored people, and the latest statistics show that its elimination among the negroes of Georgia, especially, is slow.

The recent census of a certain county shows that there are over nine thousand illiterate negroes, and we find similar conditions existing elsewhere. Even so; there are those who are giving their life blood to erase illiteracy entirely, and thereby help bring about mutual understanding between mankind.

I am thinking, now of a community in which the situation is similar to that mentioned above. For this community I have very little sympathy, for I do not sympathize with any man who had rather walk in darkness than in light, and who even resents the light when it is presented to him. This might be tolerable if a person resents it because he misunderstands it; for there is a probability of him becoming awakened and rushing to the light. But in this community the situation is not thus. It seems that there are some who have spread the motto, BETTER RULE IN DARKNESS, AND, ILLITERACY THAN SERVE IN LIGHT AND INTELLIGENCE, and on account of the influence of the originator of this the condition of the community is deplorable. Recently I have been informed of a campaign that was held in interest of building a Rosanwald School in this same community, the proposition was to be decided by the votes of the negroes themselves; even the women were allowed to take part and to my regret I learned that a majority of one vote was cast against a Rosanwald School for colored children. And what is worse, besides serving as a comical story for those of other races it will surely be looked upon with awe by the more intelligent members of my own, the negro race.

It would be unfair to place the blame on the entire negro population, for doubtless many of those who voted against it, did so because they had been told, and they were told by some one who invariably believes in the slogan mentioned above. I am almost certain that if some of those who voted against the erection of modern school building for their own children, were asked why they did so, they would be unable to answer.

When we look into such a situation we find it very complicated and it is indeed hard to find just what is the hindrance. If one should try in most instances to determine the cause, very likely it would be traced to the man who is supposed to be a steward over the people, and a shepherd for his flock.

It is clear then that as long as we have illiterate leaders who have absolute influence over our people, we will continue to grope in darkness and ignorance. Therefore, it behooves us as the thinking part of the race to put forth strenuous efforts to fill the communities with leaders who are efficient, and who can carry the light to the people, and explain to them the necessity of accepting it. Until this is done we will be constantly confronted with situations like the above; which serve only as laughing stocks for the other race, and humiliation for the entire negro race.

Until we become willing to do something to help ourselves we cannot approach our white friends for help, for even God, in His infinite mercy only helps those who help themselves.

GRACE M. MOONE.

Milledgeville, Ga., Times
Friday, February 14, 1930

NEGROES BEGIN WAR AGAINST ILLITERACY

The colored school teachers of Baldwin county manifested much interest in making plans for the illiteracy campaign amon gthe members eracy campaign among the members of their race this week. Mrs. C. B. McCullar, chairman of the drive, met with the colored teachers Saturday at eleven o'clock and spoke to them about the work. She appointed Prof. James, of Eddy High school, to take charge of the work among the members of his race. Plans were made for the organization of seven classes for this work.

Ft. Gaines, Ga., Georgian
Thursday, January 30, 1930

12 SCHOOLS FOR COLORED PEOPLE, TWO FOR WHITES

P. C. King, county superintendent of schools, has completed all arrangements for opening illiteracy schools in all parts of the county, next Monday evening, February 3, at 7:30 o'clock. The colroed people will have 12 schools, each of which will be in charge of competent teachers.

Two schools for white have been arranged for, one at Fort Gaines, in charge of Superintendent R. A. Elrod, and one at Oakland, in charge of Superintendent W. L. Morris.

Little interest is being shown by illiterate white folks, but the Negroes are manifestly eager to grasp the opportunity to delve into the mysteries of the old three Rs, "Readin', 'Ritin' and 'Rithmetic."

Colored schools will be held at the following places: Chattahoochee Instotute, Rosewald School, St. Peters, Macedonia, New Hope, Kinnon Grove, Day's Cross Roads, Mt. Olive, Bethel, New Judson, Springfield and Mt. Calvary.

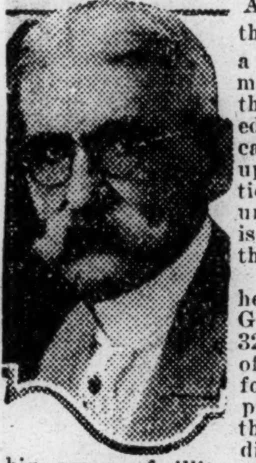
Superintendent King has received 250 text books from the state board of education, especially prepared for this campaign against illiteracy.

LOOKING AND LISTENING

BY SAM W. SMALL

Is Our State Army of Illiterates Our Calamity or Our Shame?

To my imagination it seems a terrible thing to have a mind imprisoned for life and an untrained brain.



A human spirit thus enmeshed in a ganglia of gray matter and nerves that have had no education, and can absorb no uplifting inspiration, and feel no urgent ambition, is a subject for the acutest pity.

Well, we have here in "good old Georgia" just 328,838 creatures of God in human form who are practically in that dungeon condition. Of that big army of illiterates who cannot read a "Danger" or "Live Wire" sign, or the guide signs on a public highway, 66,796 are native white persons, 861 are foreign-born whites, and 261,115 are negroes. The percentage in the state is 15.3. to our ill repute.

* * * *

Yes, We're a Backward State.

Very recently when old Joe Grundy, the Pennsylvania tariff vulture, classified Georgia among the "backward states" economically, we just naturally riz up on our 'hind legs, hung our religion on the fence temporarily and cussed him from forelock to fetlock.

But when the census bureau publishes to the universe that Georgia stands 43 from the top of the roll of 48 states in total percentage of illiteracy and fortieth from the top in percentage of native white illiterates, our cussin' mechanism jams and we stand back mute and ashamed.

When charged with the inhumanity of allowing ourselves to have such conditions we can offer no valid defense; we simply have to plead "nolo contendere" and accept the verdict that we are one of the backward states in America in the matter of popular literacy.

* * * *

Why We Should Be Ashamed.

We have here in "proud old Georgia" more native white illiterates who cannot read and write than the total of all classes of illiterates in the nine states of Idaho, Montana, Nevada, Oregon, Utah, North Dakota, South Dakota, Wyoming and Vermont. We have 66,796 of them and those states have only 63,534 of all kinds, native, foreign and colored.

And we have more illiterates than California, Colorado, Indiana, Iowa, Maine, Michigan, New Hampshire and Montana all put together, and that conspicuous fact ought to make us very proud of ourselves.

When Massachusetts boasts of her public schools "for every child," and Ohio shows the best working system of common schools in the Union, and Wisconsin claims the most practical university in the western hemisphere, Georgia can reply that she comes near to holding the civilized world's record in the production of mental dumbbells!

* * * *

The Colored Child Problem.

No one needs to be told that our heavy percentage of illiteracy is due to the presence in our population of a 40 per cent constituency of negroes. The writer has weighed that fact from the beginning of our common school system 60 years ago. That population has been a heavy drag upon our ability to support an equitable system because of its thriftlessness, its low economic earnings, its lack of taxpaying power and its too general proneness, even need, to put its children to labor instead of to learning the rudiments of a simple education.

But after writing up all that the solemn fact remains that we white people have not wanted the negroes to become educated; because the costs of their school instruction falls almost wholly upon the taxes of the white people and because we have harbored the mean notion that to educate a negro even in the "three R's" will be to bring him into stronger competition with the whites of the population. That is plain, unvarnished truth.

* * * *

The Darkness Is Rural.

This incubus of mental darkness exists most largely in the rural areas of the state. Of the 328,838 Georgia illiterates (census of 1920) the five cities, Atlanta, Augusta, Columbus, Macon and Savannah, had only 30,829, of which 11,031 were in Atlanta. The five counties in which those cities exist had only 42.184 all told.

The seven cities, Albany, Athens, Brunswick, LaGrange, Rome, Valdosta and Waycross, with populations from 10,000 to 25,000 had 9.465 all put together, and 47 cities with populations from 2,500 to 10,000 had a total of 16,071.

Thus the 59 cities contained only 56,365 of the 328,838 total illiterates of the state.

Those very interesting facts may account for why the state habitually gets the kinds of legislators who come to the capitol in a large and messing-up majority!

* * * *

Getting Out of the Woods.

But State Superintendent Duggan, whose industry in the common schools interest gives odds to any boss-beaver on a dam-building job, assures me that the crusade he started to wipe out as much of Georgia illiteracy as possible before the census of this year is registered, in receiving extraordinary sympathy and financial aid throughout the state. Glory be! That is news of the most heartening character.

Secretary of the Interior Wilbur has invited Jere Wells, Fulton county superintendent of schools, to join and co-operate with the national advisory board for the elimination of illiteracy. Of course Superintendent Wells will diligently do all he can to rid this county of its more than 13,000 illiterates.

Every Georgian who is educated enough to read this article should take a personal and patriotic interest in the pending campaign to chase illiteracy out of the beloved state.

Constitution
3/10/30
Atlanta, Ga.

Georgia
G

Education-1930

Illiteracy

NEWS

Lagrange, Ga

APR 21 1930

179 NEGROES LEARN TO READ

Teachers Donate Services to Raise Literacy in Troup County.

There are now 179 negroes in rural districts of Troup county who three months ago couldn't have told the census taker "yes" in answer to the question of whether they can read and write or not. Troup county's percentage of illiteracy has been reduced by that much, following the work of 16 negro teachers who unselfishly, gave their efforts to the work free when Troup county couldn't afford to pay them.

According to figures reaching the office of county superintendent J. H. Melson Saturday this is the way the work was roported:

Teacher	School	No. Taught
Mattie Robinson,	Rising Grove	14
Mary McLendon,	Louise	14
Carrie Byrd,	Shiloh	1
Mary E. Rhodes,	Boozer's Chapel	3
Ethel Cato,	Bright Star	13
Carrie Turner,	Mt. Beulah	3
Mexico Acie,	Antioch	2
Cynthia Gates,	Union Springs	28
Magnolia Jenkins,	Mt. Zion	17
Carrie Heard,	Zion Hill	10
Mollie Bloomer,	Ebenezer	25
N. S. McGee,	Mt. Mountville	3
Effie Holloway,	New Mt. Olive	8
Sallie Byrd,	Pleasant Grove	17
Annie Hawkins,	MeGee's Chapel	3
Mary Pearl Mobley,	Trimble Hill	18

Claxton, Ga., Enterprise
Friday, July 25, 1930

GEORGIA MAKES UNUSUAL RECORD

Georgia has made one of the finest records of any state in the union in the reduction of illiteracy. Reports submitted to the national advisory committee on illiteracy of which Seccretary Ray Lyman Wilbur is chairman indicate that the Georgia committee has been one of the most effective in the United States.

The Georgia illiteracy committee held its first meeting on February 3 of this year. The committe had raised approximately $33,000, to carry on the work to which an added contribution of some $16,000 was made by the Rosenwald Foundation. Approximately $59,000 was made available in the state of Georgia for the work of reducing illiteracy.

Mrs. Inez Parker was placed in active charge of the campaign and the work was organized in about 126 counties of Georgia. More than 40,000 illiterate adults were reached. Classes were organized in schools, churches and in homes. Volunteer teachers went from house to house to teach those who could not be reached otherwise. Trucks weren sent into the country along regular routes and specified times and brought the adults to school. I some instances, school children taught their parents. Forty thousand textbooks, pads, pencils were placed in the hands of teachers and pupils. A great many states have organized committees for the reduction of illiteracy, but no better record was made than that of the committee in Georgia under the able direction of Mrs. Inez Parker.

The ages of the adults taught to read and write range from 20 to 73. In a number of instances, parents were taught to read the letters of their children for the first time. Others, life long churchgoers, were able to read the Bible and hymn books for the first time.

Dr. M. L. Duggan, state superintendent of schools, appointed the citizens committee and secured the cooperation of civic, fraternal and patriotic organizations.

While the camqaign in Georgia is not yet over the results secured are of such importance that those participating in the campaign are enthusiastic over the fine record which has been made and which is attracting national attention.

Quitman, Ga., Free-Press
Friday, August 15, 1930

STATE CURSED BY IGNORANCE

Secretary Georgia Education Association Declares Woes of Georgia Due In The Main to Illiteracy.

Illiteracy is heralded as the chief cause of most of Georgia's woes in an address by Kyle T. Alfriend, secretary of the Georgia Education association, to members of the Macon Kiwanis club this week.

Declaring that education is the solution of a high percentage of the state's problems, Mr. Alfriend said it is a "pitiable condition" when there are 261,000 illiterate voters in Georgia, and "25,000 mothers who cannot read or write."

The educator said that of all the men drafted for service in the World War, "24 per cent of them were unable to write a letter back home or read a newspaper."

Returning to Georgia, he said that at the 1920 census there were 261,000 white people in the state who could not read or write. The school census of 1923 showed, he continued, that there were 3,000 children in Georgia in the illiterate class, and 12,000 negro children. By 1928 the total number had been decreased to 9,600 it was shown. Rural illiteracy, Mr. Alfriend said, is four times greater than that of the urban districts.

The educator's idea is "prevention rather than cure," he said. Thirty-six thousand have been taught in Georgia during the last year.

"What will it be 20 years from now?" he asked.

"In 1928—the year of the last school census—there were 867,000 children of school age in Georgia. Of that number 150,000 never darkened a school door.

"I don't know how you feel about educating the negroes, but just remember that no people can ever be stronger than its weakest link. Let's take care of them, help them, train them to be better citizens.

"What we need in Georgia is a longer school term, and better paid teachers."

Mr. Alfriend remarked that educators trained in Georgia are among the leaders in the profession naming especially Dr. W. H. Kilpatrick, of Columbia university.

Contrary to the opinion which he said was held by many people to the effect that negroes raised Georgia's illiteracy percentage considerably out of proportion, the speaker said that "though the nation's percentage of white illiteracy is only two per cent, Georgia's percentage is 5.6." Twenty-nine per cent of the negroes are illiterate, he said, according to the 1920 census.

Mr. Alfriend spoke of Georgia as being one of only five states in the United States, "which spends more for highways than for education."

"Highways can't make a state," he asserted. "Rome had highways. It takes men—noble men. You can't make a state with illiteracy and ignorance."

He pointed to Georgia as a state which spends $240,000,000 a year for luxuries and automobiles, and $20,000,000 a year for education.

ILLITERACY PREJUDICE DRAW CONDEMNATION

constitution

8-9-30

Kyle T. Alfriend Hits Former, While Rev. Edmund F. Cook Discusses Latter.

Atlanta, Ga

MACON, Ga., Aug. 8.—Illiteracy was pronounced as the chief cause of Georgia's woes in an address by Kyle T. Alfriend to the Macon Kiwanis Club, while Dr. Edmund F. Cook, pastor of Vineville Methodist church, was telling the Rotary Club here that race prejudice constitutes the greatest deterrent to world peace.

"Peace," said Dr. Cook, "rests on the recognition of the fact that no nation can live unto itself. The world has become so compact that no nation has problems that concern it alone."

"We have come to recognize," he continued, concerning treaties, "that no law amounts to much unless it is supported by public sentiment."

In discussng race prejudice, Dr. Cook gave the opinion that it was an instinctive tendency that had to be overcome. Concerning the race problem of the south, which he touched as only incidental to his subject, he said "we are only cursed by the low white who would invade civic rights."

Dr. Cook, for 20 years secretary of the foreign mission board of the Southern Methodist church, declared that the United States has been "put to great disadvantage by pee-wee politicians." He referred to the opportunity of assuming the lead in the peace movement under Woodrow Wilson, which was lost through "politicians."

Need to Educate Negro.

Mr. Alfriend, who is secretary of the Georgi Education Association, told Rotarians that education is the solution of a high percentage of the state's problems.

"It is," said Mr. Alfriend, "a pitiable condition when there are 261,000 illiterate voters in Georgia and 25,000 mothers who cannot read or write." This, he said, was the situation at the time of the 1920 census.

Contrary to the opinion which he said was held by many people to the effect that negroes raised Georgia's illiteracy percentage considerably out of proportion, Mr. Alfriend asserted that "though the nation's percentage of white illiteracy is only two per cent, Georgia's percentage is 5.6." Twenty-nine per cent of the negroes are illiterate, he said, according to the 1920 census.

"I don't know how you feel about educating the negroes, but just remember that no people can ever be stronger than its weakest link. Let's take care of them, help them, train them to be better citizens.

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Quitman, Ga., Free Press
Friday, October 24, 1930

IGNORANCE WAR BY ROSENWALD

Rosenwald Foundation Offer To Fight Illiteracy Has Been Renewed And Dollar For Dollar Will Be Matched.

Renewal of the offer of the Rosenwald Foundation to give $1 toward wiping out illiteracy every time the state and community each give the same amount is announced by Dr. M. L. Duggan, state superintendent of education.

Figures in the annual report of the Georgia illiteracy commission, published last June, show that the Rosenwald Foundation contributed $16,749.14 to the illiteracy campaign in this state and to this sum the state and local governments added $33,492.31.

Dr. Duggan, in announcing renewal of the offer for the coming year´ said that it was made upon the condition that it be accepted immediately. Last year 36,595 pupils were enrolled in day and night classes conducted throughout the state, and this year, if the Rosenwald help is obtained, the enrollment is expected to go even higher.

The state school commission has authorized and established a division of adult education, privately supported, with Mrs. Inez Parker in charge. Last year 126 counties participated in the work, classes being held in schoolrooms, churches and homes.

"Many teachers went from house to house to teach those who could not be reached otherwise," Mrs. Parker said in her report. "Other counties sent large trucks into the country along regular routes at specified times and brought the adults to school. Many school children under guidance of their teachers taught their parents at home.

"Forty thousand textbooks, writing and pads and pencils were placed in the hands of teachers and pupils. An eight-lesson course for adult beginners, prepared by Mrs. Cora Wilson Stewart, was published in newspapers throughout Georgia. Under such procedure it was difficult for the counties to keep complete and accurate records and it is believed that in addition to the near 40,000 reported several thousand were taught whose names were not recorded.

The illiteracy statistics of Georgia taken in 1920 showed the total number of illiterates to be 328,837. Figures of the new census, however´ are not yet available, but those in charge of the campaign say that much progress has been made within the past decade.

Of the 36,595 men and women enrolled last year, 32,313 were negroes.

Douglas, Ga., Enterprise
Thursday, October 16, 1930

ILLITERACY DRIVE RENEWED IN STATE

ATLANTA, Ga., Oct. 14.—Georgia has renewed the campaign against illiteracy among her citizens.

Last year 36,595 men and women took advantage of daily and night classes conducted throughout the state, and this year the enrollment is expected to go much higher. The Rosenwald Foundation of Chicago has renewed its offer to match dollar for dollar for the work, up to a certain sum, and M. L. Duggan, state superintendent of schools, today sent out a circular letter to stimulate interest in the project.

Figures available in the yearly report of the Georgia illiteracy commission, published in June, show that the Rosenwald Foundation contributed $16,749.14. To this was added $33,492.31 collected in Georgia.

Mr. Duggan's letter, addressed to county and city school superintendents, state that the foundation has renewed its offer, provided the school department and the state at large take advantage immediately. The foundation aid is available only to counties and communities who contribute a like amount, however, and he stresses the importance of immediate action if the work is to continue throughout the year.

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The illiteracy statistics of Georgia, takein in 1920, showed the total number of illiterates to be 328,838. Figures of the new census were not available today. Much headway has been made in the past ten years, however.

Of the 36,595 men and women known to be enrolled last year, 32,313 were negroes.

Atlanta, Ga., Constitution
Wednesday, October 15, 1930

Rosenwald Foundation Offer In Illiteracy War Renewed

Fund Again Will Match Every Dollar Given by State and Community for Education.

Renewal of the offer of the Rosenwald Foundation to give $1 toward wiping out illiteracy every time the state and community each give the same amount, was announced Tuesday by Dr. M. L. Duggan, state superintendent of education.

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Dr. Duggan, in announcing renewal of the offer for the coming year, said that it was made upon the condition that it be accepted immediately. Last year 36,595 pupils were enrolled in day and night classes conducted throughout the state, and this year, if the Rosenwald help is obtained, the enrollment is expected to go even higher.

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Georgia.

Education - 1930

Illiteracy

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Constitution

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10-15-30

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Atlanta, Ga.

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Education- 1930
Industrial Schools.

Delaware

WILMINGTON, DEL.
STAR

JUN 8 - 1930

BUILDING DEDICATED AT COLORED SCHOOL

New Cottage Opened at Commencement Exercises, Five Graduated

The fifth annual commencement, and also dedication ceremonies of the new receiving cottage of the Industrial School for Colored Girls at Marshallton was held yesterday afternoon. An extensive program was presented. Five students who graduated from the eighth grade of the school were Effie May Jones, Alberta Virginia Lambert, Ophelia Pauline Short, Edna Elizabeth Spencer and Hilda Virginia Moore. The class colors chosen were pink and white, the class flower was the rose, and the class motto "They conquer who endure."

The program was opened with selections by Harmon and White's orchestra. Rev. J. M. Dickerson, pastor of the Ezion Church gave the invocation, and this was followed by "To a Wild Rose," sung by the chorus. A play, "The Path of Knowledge," by the girls followed and then a sextet of the girls sang, "Mighty Like a Rose."

Louis L. Redding, attorney, presented the certificates to the members of the graduating class. An outline of the history of the school and prizes and awards were made by Mrs. Alice Dunbar Nelson, a member of the advisory board. The chorus then sang "Sundown."

Mrs. Addie W. Dickerson, of Philadelphia then gave an address, and was followed by the presentation of the key to the new building by Clearnce R. Hope, the architect. It was received by Edward L. Richards, chairman of the board of trustees of the school. Harry Van Sant, of Van Sant Brothers, the general contractors, was present. Mrs. Saidie Harrison, superintendent of the institution was also present on the platform.

D.C.

Education - 1930
Industrial Schools.

Vocational School For Girls Offers Many Opportunities In Training For Life

Washington Tribune

The Margaret Murray Washington Vocational School located on O street between First and North Capitol streets, was named for Mrs. Margaret Murray Washington, wife of Booker T. Washington. Mrs. Washington was keenly interested in the industrial education of colored girls. The Margaret Washington Vocational School is a worthy tribute to the memory of her name. Washington, D.C.

Opportunities Offered

This school opens to the Negro girl many various fields for achievement. In the various courses the girl is taught how to beautify homes, shops, clothes, and people. She is taught the whats and hows of business, firstly what to make, and secondly how to sell what she makes. Some of the things taught at The Margaret Washington Vocational School are tailoring, dressmaking, specializing in children's clothes, how to dye and clean clothes, how to remove spots from clothes, how to make hats, how to economically beautify homes and shops, including making draperies, curtains, furniture covers, etc.; how to manicure and shampoo, how to operate a cafeteria, how to serve in a tea room; practical cookery; how to lighten the problems of homekeeping; art, and handicraft. Special courses are given in any of the above fields. 9, 1930.

Must Finish 6th Grade

All students before entering this vocational school are required to have had at least a sixth grade education. Those entering with no more than a sixth grade education are given an acedemic course in addition to the course elected. Girls and women from fourteen years and up are accepted. Special parttime courses are offered to married or single women who cannot take the prescribed courses. At the end of three years the student who has successfully passed, receives a diploma of graduation from the Margaret Murray Washington Vocational School.

Equipment

Any student who is apt could finish the course in two and one half years, for the vocational school is an enjoyable place to work in. The rooms are bright and cheerful. Each department is supplied with modern equipmen conducive to good work.

Among the equipment are machines for measuring rugs, display cases, dressfitting forms, dyeing and spotting machines, pressing machines, electric machines, hemstitching, pleating, and round pleating machines. A portion of the second floor is given over to a five-room furnished apartment used by the girls for practicing home decorating.

Cafeteria and Tea Room

The Margaret Murray Washington Vocational School has a cafeteria and tea room, in which students receive practical experience. The cafeteria is open to the students while the tea room is open to the teachers and the general public from 12:00 to 2:00 p.m. Many girls become so efficient in cafeteria and tea room work that they are employed throughout the city and at private bridge parties.

Faculty

The corps of teachers which is greatly responsible for the school's success are as follows: Miss L. C. Randolph, principal; Mrs. P. R. Bently, elementary sewing; Mrs. E. H. Blake, English; Mrs. E. D. Burrell, apprentice shops; Mrs. F. P. Clark, millinery, manicuring and shampooing; Mrs. B. E. Edwards, art and handcrafts; Mrs. C. M. Houston, house furnishings, draperies, curtains etc.; Miss S. V. Jennings, tailoring and repairing; Miss C. E. Jones, practical cookery and homekeeping; Mrs. M. W. Koonce, elementary dressmaking; Mrs. O. J. Lancaster, mathematics; Mrs. R. E. Martin, advanced dressmaking; Mrs. E. T. Mayer, children's clothes; Mrs. L. H. Pinchback, social subjects; Mrs. M. S. Reeder, elementary sewing; Miss Vermelle Turner, dyeing and cleaning; and Mrs. V. T. Turner, cafeteria operation and tea room service.

The vocational school is planning a course in business practice and vocational chemistry. An apprentice shop in dressmaking is open to outsiders who desire a better knowledge of dressmaking. The school itself is open from 9 a.m. to 3:30 p.m. to visitors who desire to see the various apartments.

Education - 1930
Industrial Schools.

Georgia

Montezuma, Ga., Georgian
Thursday, March 27, 1930

Superintendent of Colored Training School Resigns

John W. Dobbs, Jr., Supt. of the Colored School of Montezuma for the past four years, has resigned. Prof. Dobbs came to Montezuma from south Alabama, where he had been engaged in training school work for the four years previous. He gives as his cause for resigning the pressing demand for his personal attention to the farm of his father in Mississippi, his home. This condition was brought about by the death last fall of an older brother that had charge of the home place. Prof. Dobbs expressed his deepest appreciation to the Board of Education for the kindness and cooperation shown him while in their employment.

Since coming to Montezuma, the auditorium has been seated at a cost of more than five hundred dollars, an eight hundred dollar shop has been erected, a science table has been built and more than five hundred dollars worth of science equipment has been added to the Science Department and more than five hundred volumes have been added to the library, and the campus set to trees and shrubbery. A full high school course of four years have been developed, and the first high school graduation from a four year course will be in May. This marks the four best years of Training School Work.

Savannah, Ga. News
Saturday, March 15, 1930

NEW INDUSTRIAL SCHOOL FOR NEGROES

Columbus, Ga., March 14 (AP). — Plans have been approved for the new industrial school building for negroes. Dr. George Foster Peabody of New York and the Rosenwald Foundation will co-operate with the city of Columbus in erecting the building. A ten-acre site for the structure was purchased recently for $20,000, funds being supplied by Peabody and the foundation.

The central section of the building will be two stories high, with one story wings on either end. Vocational rooms, a gymnasium and an auditorium will be among features of the new school.

Education - 1930

Industrial Schools

Mississippi.

Mississippi School Seeks Financial Aid

[illegible]
1-4-30

New York City, Jan. 3.—The approximate annual income of $45,000 derived through [illegible] contributions and manual labor by students of Normal and Industrial institute, Utica, Miss., falls short of the school's yearly cost of maintenance by about $60,000. The result is that the institution has issued an appeal for funds to meet the shortage. Dr. Henry E. Cobb, 368 West End Ave., heads the board of trustees.

Negro School Burns.

Constitution
1-11-30
Atlanta, Ga.

MENDENHALL, Miss., Jan. 10. (AP)—Fire originating in the kitchen annex of the dormitory at the negro girls' school at Piney Woods today laid waste the building and its furnishings and sent 140 students scurrying to safety. The students lost all their personal belongings. The loss was estimated by school officials at $40,000.

Courier
Pittsburgh
Pa. 6-28-30

GIRLS' SCHOOL DISCONTINUED

MOORHEAD, Miss., June 26—(A. N. P.)—The Girls' Industrial School conducted here under the auspices of the Congregational Church of the North, has been discontinued. Miss Bertha Hodges, who has been the principal for seventeen years, stated yesterday that the educational board of the Congregational Church had decided to combine their educational institution and to discontinue the smaller one. This school has run in Moorhead for more than thirty-five years.

Education-1930

Industrial Schools.

Virginia.

6

REV. DREW DENIES

REV. DREW TO SPEAK IN OWN DEFENSE

Guardian

4-1-30

Boston Mass.

Rev. S. P. W. Drew will speak at a mass meeting in L'Ouverture Hall, 1065 Tremont Street, Sunday afternoon, at 4 p. m., on his court trouble. Mrs. Edwin Davis of Boston will preside. The public are invited. The meeting will assist Rev. Drew in raising funds to defend himself in court against the charge of using the mail to defraud with reference to raising founds for Boydton Institute in Virginia, of which Prof. Julie F. Martin is principal.

Hon. Wm. H. Lewis is his attorney. Dr. Silas F. Taylor is chairman of a defense fund committee. Alexander Ackins, John B. Harris, Mrs. Rosa L. Harris are officers of the defense fund committee. Rev. Drew's address is 21 Greenwich Park. Telephone Kenmore 2025.

Alabama.

Education-1930
Libraries.

ROSENWALD FUND FOR LIBRARY WORK

Money To Be Available For State Activity In Alabama

Mrs. Marie B. Owen, director of the State Department of Archives and History, and Miss Mary Martin, president of the Alabama Library Association and librarian at the Alabama Polytechnic Institute, have been advised that the Julius Rosenwald Fund has set aside an appropriation to be used in connection with local funds for the advancement of library interests in the State of Alabama. Miss Martin has issued a call to the executive committee of the Association, for the purpose of selecting a suitably trained and experienced librarian to undertake this work in Alabama.

"This action on the part of the Rosenwald Fund," Miss Martin said yesterday, "brings to pass the hopes of the Alabama Library Association for the employment of a field agent to assist localities in bringing about library activities. There are many communities in Alabama that feel the need of local or county libraries and only await the professional service of a trained worker to go into the communities and assist local leaders in formulating campaigns and working out programs for the necessary machinery. The executive committee will select a librarian within the State who is familiar with conditions and localities."

Mrs. Owen stated that under the law, the Department of Archives and History is charged with the responsibility of promoting library interest. In agreement with the Rosenwald Fund representatives, it was announced, Gov. Graves has designated quarters in one of the buildings occupied by the department, the use of which is to be a part of Alabama's contribution to the movement.

Advertiser
8-27-30
Montgomery
Ala.

Mobile, Ala., Press
Sunday, June 8, 1930

NEGRO LIBRARY DOES GOOD WORK

Distribute Quantity Food and Clothing to Needy Colored Families

Monthly report of various distributions made during May by the Progressive Christian Library association (colored) show that a large quantity of clothing and food was distributed to needy families by the society, according to George Blake, president of the association.

The report said that 161 yards of cloth, in addition to ready made garments and clothes made by the sewing circle of the society were distributed as well as 49 pounds of beef, 27 pounds of fish, 18 pounds of pork, $7.90 spent for vegetables and $4 for medicinal supplies.

Florida

Education - 1930

Libraries.

Athens, Ga. Banner-Herald
Friday, November 28, 1930

Books Valued At $182,000 Given To Negro Schools

TAMPA. Fla. — (AP) — Books worth $182,800 have been added to libraries of Negro colleges and normal schools in the South during the past year, Jackson Towne, of Peabody college, Nashville, Tenn., said delegates. To the Southeastern Library association last night. He said thirty-eight such institutions have received $60,800 from the Julius Rosenwald Fund and the schools have matched these donations at the rate of 3 to 1, he said.

General

Education - 1930
Libraries.

ATLANTA LIBRARY SCHOOL GRANTED FUND OF $10,000

CHICAGO. Jan. 6. — (AP) — Announcement of grants by the Carnegie Corporation of New York to several library schools was made today by Sarah C. N. Royle, secretary of the board of education for librarianship of the American Library Association.

Constitution

The grants included:

1-7-30

Atlanta, Ga., Library School, $10,000.

Atlanta Ga.

University of Kentucky, $1,800 for summer session.

Hampton, Va., Library School, $12,500.

A

Georgia.

Education-1930
Libraries.

Negro Librarians Will Be Trained At Local School

Constitution

6-17-30

Atlanta Ga.

Unique in its undertaking, a summer school for negro librarians to serve the southeast was opened Monday in connection with the Morehouse-Spelman summer school activities. With 36 students enrolled from 13 southern states, the negro librarians' school will continue for six weeks.

The school represents a new phase of the southern library program of the Julius Rosenwald fund, for which a total of $500,000 has been committed since the first of the year from the $34,000,000 set aside by Mr. Rosenwald for philanthropic work. The negro librarian summer school just opened here was undertaken by the fund upon recommendation of the Southeastern Library Association, with provision that it would be supervised by the latter organization.

With a faculty of prominent southern librarians, headed by Miss Charlotte Templeton, of Greenville, S. C., president of the Southeastern Library Association, the undertaking was launched in an effort to raise the standards of efficiency and educational value in practically every principal community of the southeast where negro library branches are maintained. The summer school faculty includes Miss Tommie Dora Barker and Miss Ernestine McGill, of Atlanta; Miss Ruth Theobald and Mrs. Rachel Harris, of Louisville; Miss Mary Carpenter, Spartanburg; Miss Mary Rothrock, Mrs. Lillian Griggs, of the North Carolina library commission; Miss Florence Curtis, of Hampton institute, and Miss Templeton.

The course of the school will be devoted chiefly to training the negro librarians in the reading and allied requirements for children, including the reading facilities in schools, and for community contact, making the library effective as a community center. Miss Templeton explained. She pointed out that "the most effective means for equalizing educational opportunity for the rural sections in general and for the negro population in particular was through the library." "Among these elements, as well as elsewhere, the most important purpose of the library is to provide an economic service to the community. For this reason trained librarians are highly essential in the negro branches," Miss Templeton stated.

Kentucky

Education - 1930
Libraries.

LIBRARIAN

Informer 11-15-30

Houston, Texas

THOMAS F. BLUE, foremost Negro librarian today and founder of the first Negro public library in the world, will be one of the principal speakers on the Negro Library Conference program in connection with the dedication of the new library building at Fisk University, November 20th to 23rd.

On the sixth of November, Louisville will celebrate the twenty-fifth anniversary of the establishment of its colored branch library system which was organized in 1905 by Mr. Blue and Mrs. Rachel Harris. An impressive program, to which the Mayor of Louisville as well as many prominent citizens will contribute, promises to memorialize this event in the chronicles of the city. It will be a fitting tribute to a quarter of a century of constructive work by these two librarians, Mr. Blue and Mrs. Harris.

Mr. Blue has figured prominently in professional activities among librarians for some time. After graduating from Hampton Institute, Mr. Blue entered into Y. M. C. A. work until the appropriation for a Carnegie library was announced. In 1905, the Western Colored Branch of the Louisville Public Library issued its first book to a reader and thus inaugurated public library service to Negroes. Under Mr. Blue's administration the library grew in popularity so rapidly that it was soon necassary to build a second branch to meet the demand for service.

Today, there are three colored branches in Louisville, fifteen classroom libraries and nearly one hundred collections on deposit in various parts of the city and county. All of this work is under Mr. Blue's direction and represents the fullest library service given to Negroes in any city in the county.

Education - 1930
Libraries.

Maryland

Afro Reporter First Applicant for City Library School

Afro-American
8-30-30

Applications will be Thrown Out, Says Chief Librarian Joseph Wheeler. City Employs Nearly 170 Assistant Librarians, None Colored. New $2,000,000 Central Library Building Soon. Twenty-seven Branches in Different Parts of City.

Baltimore, Md

An AFRO girl reporter was the first applicant Wednesday for the September 6 examination to the Enoch Pratt Free Library training class.

But a few hours afterwards Library Chief Joseph L. Wheeler told the AFRO that it was no use for colored people to make application and no attention would be paid to the one just made.

The class, an eight months' couurse in library work, begins September 22, and from the young women—18-35—who pass the test, a class of 16 will be admitted.

There is no tuition and students are paid $40 a month by the city while studying.

The course calls for 40 hours a week of which 10 are given to instruction, 10 to study and preparation and 20 to practical work.

The primary purpose of the course is to prepare assistant librarians for the Pratt Free Library and branches towards which Baltimore City Board of Estimates appropriated last year four hundred and fifty-four thousand dollars from the tax levy. The sum of $2,000,000 is also available from city funds for a new central library. The income from the original bequest of Enoch Pratt amounts to $50,000 a year.

Reporter Files Application

The AFRO girl reporter reached the Library Building, 106 W. Mulberry Street, at 12:45 Wednesday. On the first floor a clerk who gave her name as Miss Wilkins, advised the reporter that the girl who handled the application form, pen and ink with time of her return was unknown.

The reporter asked to be referred to Librarian Joseph L. Wheeler and was shown to his office on the second floor.

Mr. Wheeler's secretary furnished the application, pen and ink with which to fill it out. There was no reason, she said, why Miss Wilkins on the first floor could not have furnished the same application blank.

27 Branches

Pratt Library has 27 city branches besides the authorized $2,000,000 central library. It has long been agitated to have a colored librarian at the Pitcher Street branch.

Salaries

Mayor Broening, sitting with the Board of Estimates last spring, authorized $27,000 for general library officials including the head librarian (Mr. Wheeler) at $7,000.

Ninety-six assistant librarians are at work in various departments of the central branch.

Sixty-six librarians and assistants are employed at the 27 branches.

Heads of branch libraries are paid $1,401 and assistants, $1,020. Total city appropriation for salaries is $264,118.

Mr. Wheeler said some of the 36 janitors are colored. Salaries of all library janitors amount to $14.578.

Massachusetts.

Education - 1930

Libraries.

SPRINGFIELD, MASS.
REPUBLICAN

JUL 1 - 1930

LIBRARY COMPILES LIST OF BOOKS ABOUT NEGRO

Group of Volumes Collected on Table in Honor of N. A. A. C. P. Conference

"The Negro Race in America: Struggles and Achievements," is a timely list of books issued by the City library in connection with the conference of the National Association for the Advancement of Colored People now being held in this city. The Negro is constantly proving that he does not need the pen of white men to write for him. He can do his own writing with grace and force. This is evidenced by autobiographies of such men as Booker Washington and his successor, Major Moton, by Frederick Douglass, and James Weldon Johnson.

In "The Upward Climb," Sara Estelle Haskin has recorded under suggestive titles, the steady progress of otustanding members of the colored race. "A Boy With an Enchanted Voice" can be none else than Roland Hayes: "Seven O'clock, Lady!" tells of the rise of Springfield's own beloved Dr William N. DeBerry. Kelly Miller talks of "Race Adjustment," Prof DuBois tells of "The Gift of Black Folk," the part Negroes have played in the making of America, Alain Locke interprets the "New Negro."

"He scans the world with calm and
fearless eyes
Conscious within of powers long since
forgot."

Poetry is shown to be a peculiar gift of the black man in strains which vary from the lyric ballads of Paul Laurence Dunbar to the modern verse forms of Countee Cullen and the "Weary Blues" of Langston Hughes. White people have pictured the race in "Scarlet Sister Mary" and "Black April," in "Green Pastures," "Mamba's Daughters" and "All God's Chillun Got Wings." These books together with others have been brought together on a table in Rice hall.

The talent which the Negro has shown in musical lines is brought out in the music room, where collections of spirituals, folk songs and modern compositions are on exhibition. On a screen are interesting portraits of Roland Hayes, Nathaniel Dett and other Negro musicians as well as paintings by Negro artists. These have been loaned by Dr DeBerry and Troy Gorum.

Mississippi.

Education - 1930

Libraries.

Mississippians Dedicate Library

Defender

5-17-30

Chicago

Ill

CLARKSDALE, Miss., May 16.—The Myrtle Hall branch of the Clarksdale and Coahoma county library was dedicated here Sunday by a program of speeches and songs. The branch library, costing $5,000, is the first library erected in Mississippi for our citizens by a county. A campaign among our people raised $1,100 of the fund used in constructing the building.

Among the speakers at the dedication were: B. A. Green, mayor of Mound Bayou; W. T. Holtzclaw, president of Utica Normal and Industrial institute; L. [illegible] Rowan, president of Alcorn college; P. W. Hill; H. B. Heidelberg, superintendent of public schools; J. H. Johnson, president of the library board of trustees, and Mr. Fann of the Rosenwald fund.

New York

Education - 1930
Libraries

SYRACUSE, ~~N. J.~~ N.Y
POST-STANDARD

APR 22 1930

NEGROES FOUND BONDY LIBRARY

Collection and preservation of books, essays, pictures and works of art produced by members of the Negro race is to be the main object of a library started by the Sons and Daughters of Omri under the direction of W. B. Goodrich, organizer.

The library will be known as the "Col. Joseph Bondy Memorial Library," in appreciation of the legal advice Colonel Bondy has given the order and to acklowledge their thanks for the many volumes he already has contributed to the library.

North Carolina

Education - 1930
Libraries.

GREENSBORO, N. C.
RECORD

SEP 29 1930

The Negro Library.

Of the nine public libraries for negroes in North Carolina, the Greensboro library had the largest circulation last year, or a total of 12,938 volumes, according to a bulletin issued by the state library commission.

This is a compliment to the negro citizens of Greensboro. A library is one of the most essential factors in education. Education spells progress, enlightenment and better citizenship.

According to the records of Martha Sebastian, librarian, the library, which is located in the Carnegie building on the Bennett college campus, had no books when its doors were opened six years ago. It now has 4,000 volumes. Some of the other libraries for negroes in the state have more books than the library here but none have as large a circulation.

The librarian, who is the wife of Dr. S. P. Sebastian, who is in charge of the L. Richardson Memorial hospital, operates the library with the help of one assistant. Martha Sebastian, who has studied library science at Simmons college, at Boston, Mass., has done "a wonderful work," Miss Nellie M. Rowe, librarian of the Greensboro public library, declares.

Miss Rowe says the books at the negro library have been well selected and that the negro librarian has worked for the love of it. Greensboro should be proud of such an institution.

Education-1930

Libraries.

Ohio

Consul-General's Books To Wilberforce

WILBERFORCE, Ohio, Feb. 8.—(ANP)—The Wilberforce University Carnegie Library received the addition of twenty-five volumes through the donation of Mrs. M. E. Maxwell, Xenia, Ohio. The books comprise part of the collection of C. L. Maxwell, consul-general to Santo Domingo under the administrations of Presidents Harrison and McKinley, and many historical volumes dealing with Spanish administration in the West Indies. Mrs. Maxwell is the widow of the deceased Consul-General.

This is the second private donation the library has received lately; the entire collection of five thousand volumes of President Emeritus W. S. Scarborough, as well as manuscripts of several books, having been given to the institution by his widow at the beginning of the school year.

Black Dispatch

2-13-30

Oklahoma City, Okla

Education-1930

Libraries.

South Carolina

A REALITY

A pressing need has at last been supplied Columbia's colored population. The opening of the Phyllis Wheatley branch of the Columbia Public Library a fortnight ago marks a bright page in Columiba's history. It is our hope and desire that Negroes will show that they appreciate a library by drawing books from it and READING them. It would be well to think about the manner of handling the books too, for the more careful they are handled the longer their life will be.

Mrs. Julia Watson Talley, the librarian is anxious to have everybody avail himself of the service afforded by the library as the better read a people are the better citizens they generally make. There is no more pleasant way of spending leisure hours profitably than by reading when the taste for reading has been cultivated. A splendid opportunity for the cultivation of such tastes is afforded by the library.

At the opening it was stated that books not on the shelves at the library would be supplied on request, if they are in the Columbia library's collection. Whether or not the library becomes a living, vital part of our community life depends largely upon our use of it. Mrs. Talley is enthusiastic over the prospects judging the growth in the future by how well the public has responded these few days the rooms have been open.

Palmetto Leader

Columbia, S.C.

8-23-30

Columbia, S. C. State

Saturday, DeDcember 20, 1930

~~Gift for Library~~

Charleston (By A. P.)—The Charleston free library has received a gift of $10,000 from the Julius Rosenwald foundation.

Education-1930
Libraries.

Tennessee

Nashville, Tenn. Banner
Sunday, September 21, 1930

Progress of Negro Race Told In Fisk Library Mural Decorations

Aaron Douglas Has Shown Religion, Emancipation and Education of His People In His Work.

By LIBBIE MORROW

The progress of the Negro in America is told in the mural decorations being made for the magnificent new library of Fisk University by Aaron Douglas, Negro artist. Possessing rhythm and emotional appeal similar to those found in the Negro spirituals, they strike a new note in decorative art. The decorations for the north and south reading rooms are already completed, with murals for three other rooms to be painted this fall.

"I have tried to show three things that have affected the Negro in his progress in this country: first, his religion; second, emancipation, and third, his education," said Aaron Douglas in explaining the motif which dominates his superb creations.

To those interested in the artistic evolution of the Negro, it is significant that Fisk University, a pioneer in introducing the Negro spiritual, with its haunting pathos and melody, to the world, should also have inspired the creation of these distinctly new art manifestations.

BAKER'S SON

[illegible] of a baker, Aaron Douglas, who [illegible] in Nashville at one time, the painter, 32, early showed a bent for art. He attended Topeka High School and then studied at the School of Fine Arts at the University of Nebraska, where he received his B. F. A. degree. Next he studied under Winold Reiss in New York and continued his instruction in modern art through a Barnes scholarship in Philadelphia, where one of the most famous galleries of modern art is found in the Barnes collection.

The art world began to hear of Aaron Douglas with the appearance of his striking illustrations for "God's Trombone," a book of poems by a Negro, James Weldon Johnson, and for "Black Magic" by a French author, Paul Morand. His work also attracted much attention in art exhibitions in various sections, but his opportunity to show on a large scale his skill for design and his mastery of symbolism, as well as technique, came with the commission from President Thomas E. Jones of Fisk University to do the murals for the library, which is a gift from The General Education Board.

WING MOTIF

Evidencing the influence of the spirituals is one of the symbols effectively used in the design, that of wings, to indicate Religion. "All God's Children Got Wings" is chanted in one appealing Negro song which is a favorite with music lovers in many lands. "I Want Two Wings" is voiced in another.

The painting is done without modelling in a three dimensional sense, and the light springing from the central motif is carried along on the contours of the figures. Fine color sense is evidenced by the artist, who has used soft tints

Though the influence of modern art is pronounced in the painter's work it is interesting to trace also a reflection of the primitive and also a touch of Egyptian influence. The poses of some of the figures suggest ancient decorations still surviving from the days of the Pharaohs.

Rhythm is seen in the processions of figures and even in the line of captives making their tragic way to the slave ship to be brought to a land of bondage there is a royal dignity. It is as if this sombre phase had its destined part in the onward march of a people.

The north reading room decorations show the Negro in Africa and his entrance into Egypt, carrying his products. A suggestion of banana leaves and of the Pyramids, gives appropriate atmosphere.

To indicate primitive religion a fetish scene appears on another wall, with the Tom Tom and a savage dance to suggest an early stage in the evolution of the race. The color note is paler than in the south room where the design is done in ultramarine.

"Three symbols are used in the design in the south room," says the painter. The wings used to typify religion point upward from a skull, suggesting Golgotha, the place of skulls. Figures in exaltation are grouped on each side of the skull.

"Emancipation is represented by a star held in two uplifted hands. As a symbol of education we have used a silhouette of Jubilee Hall, the first standard college building for Negroes in America, erected in 1873."

This was built from the proceeds of the first triumphal tour of Europe made by the Fisk Jubilee Singers, when they sang before Queen Victoria and other crowned heads of Europe, this being followed by a number of similar and successful foreign tours.

So interlinked and harmonious is the design that it is difficult for the critic to single out any particular section, but the approach to the slave ship is particularly impressive and other interesting features are those showing the Negro at work in the cottonfield, on the highway and in other forms of labor. These ebony men of the hoe and pick are portrayed with power and dignity.

Symbolic designs show the Negro looking toward the city and toward the factory, in a vision of opportunity.

Not only does Fisk's oldest building appear in the design but the artist has also introduced the latest building, the new library, of which the murals are an integral part. Figures of students going out to do useful work in various fields appear.

One attractive feature is the continuation in the design of the star motif, in separate planes of color in the background. Between the ceiling beams is a conventional design in blue, pink and gold.

Edwin A. Harleston, portrait painter of Charleston, S. C., has been assisting the artist in his work.

PHASES OF EDUCATION

Five phases of education—music, philosophy, science, literature and drama, are to be portrayed in the murals for the three remaining rooms to be decorated.

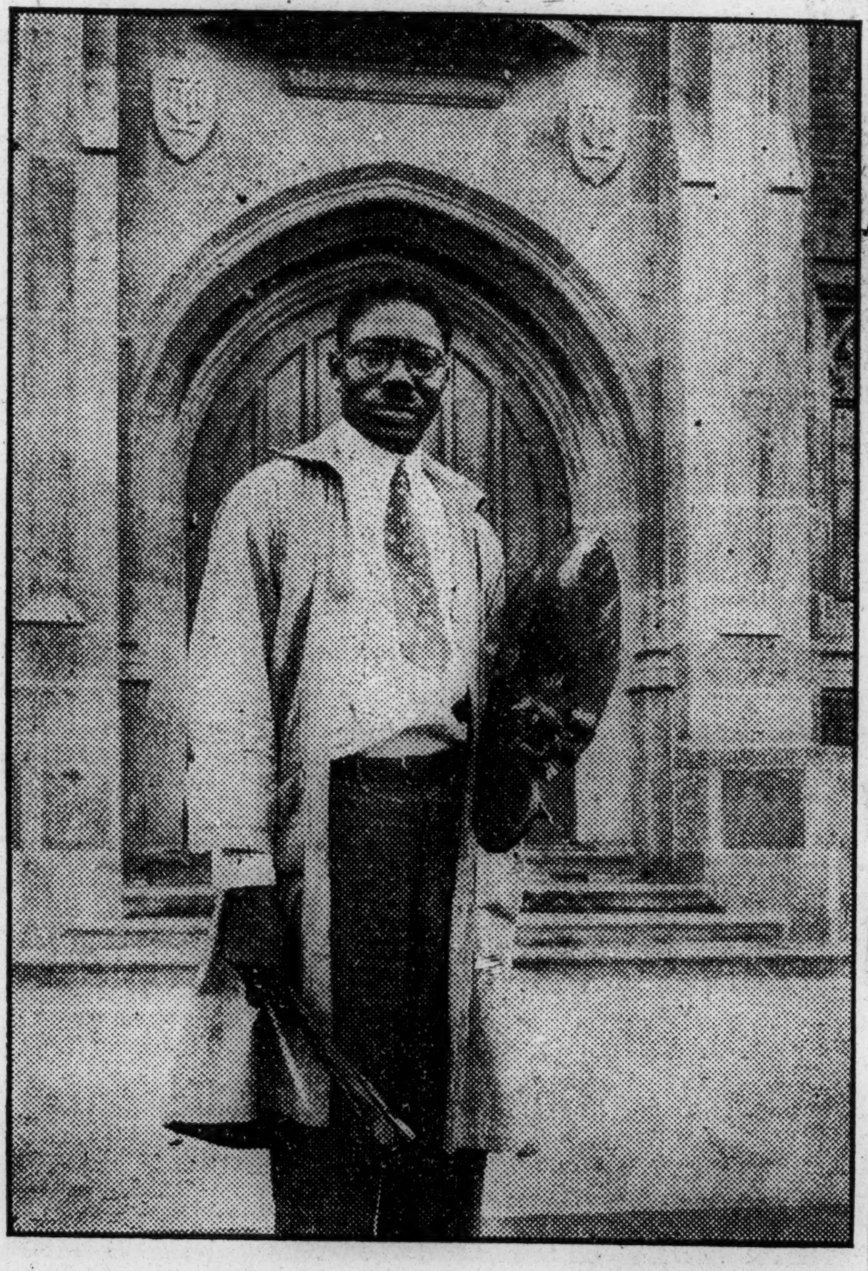
The reading rooms for which the decorations have been completed are 24 by 80 feet, and the paintings, five feet high, extend from the top of the nine foot oak bookcases to the ceiling.

H. C. Hibbs is architect of the building, which will be dedicated this fall and which represents an expenditure of approximately $350,000. With its vaulted corridors and nobly proportioned rooms, it is not only one of the handsomest college buildings in the South but one of the most artistically designed, architectural experts report.

Aaron Douglas has been working for the past few months on the murals, and while here he has filled another commission in a series of panels done on canvas, for the College Inn at the Sherman Hotel, Chicago.

"These murals depict the evolution of the Negro dance, beginning with primitive African manifestations through the cake walk, up to the modern dance" explains the painter.

There is no Caucasian strain to explain Aaron Douglas' unusual gifts He has found, in his art career, no discrimination by reason of his race His successes, modestly borne, write an inspiring chapter in the chronicle of the advancement of his people.



—BANNER Staff Photo.

Sounding a new note in decorative art are the murals for the new library of Fisk University made by Aaron Douglas, Negro artist of New York, who is pictured at the entrance of the building. H. C. Hibbs is architect of the library, one of the handsomest in the South, which is a gift from the General Education Board and which is rapidly nearing completion.

Kingsport, Tenn. Times
Thursday, November 20, 1930

DEDICATE LIBRARY

NASHVILLE, Nov. 20.—(AP)—Dedication of a new library building at Fisk University, a negro institution, was arranged for this afternoon. Dr. Herbert Hawkes, dean of the College of Arts and Science at Columbia University, New York, will be the principal speaker and 50 colleges will be represented.

With its tower of six stack stories, the building rises nine stories. It wa[illegible] possible by gifts totalling $[illegible],00 from the general education board, the Julius Rosenwald fund and the Carnegie Corporation.

Nashville, Tenn. Banner
Tuesday, October 7, 1930

Aaron Douglas, Negro Artist, Leaves Nashville For Chicago.

Aaron Douglas, Negro artist, who has just completed the mural decorations for the new library of Fisk University, leaves Saturday for Chicago for a short stay en route to his home in New York. He goes to see the placement of the murals which he recently painted in Nashville for the College Inn in the Sherman Hotel.

The library is a gift from the General Education Board, and Henry C. Hibbs is the architect.

Edwin A. Harleston, Negro portrait painter, who has been here assisting Douglas in the painting of the Fisk Library murals, leaves Wednesday for his home in Charleston, S. C. Since the completion of the work for Fisk, Harleston has made a portrait of his co-worker on the murals, and has also put the final touches on another portrait, both of which display the painter's gift in the field of portraiture both in the achievement of a likeness and of a faithful character study. He has studied at leading art schools of Boston and Chicago.

Education—1930
Libraries.

Virginia
6

Newport News, Va. Press
Thursday, May 29, 1930

COLORED LIBRARY GROUP WILL HOLD MEETING TONIGHT

Reports to be Made Relative to Campaign by Committee to Raise $500 For Library Fund.

A special meeting of the Negro Library Committee, which is composed of 21 members, will be held tonight at 8 o'clock, it was announced last night by L. Marian Poe, secretary of the committee.

The secretary stated that the committee membership had agreed to subscribed $100 toward the $500 which is being sought from the Negro citizens as their part in $2,500 fund for the establishment of a Negro library here at Huntington High School.

The committee recently notified the city council that the proposition made by the council in which the city would give $1,000 provided the Rosenwald Foundation Fund contributed $1,000 and the Negro citizens raised the remaining $500, had been accepted and that a move was underway by the committee to raise $500.

According to members of the Negro Library Committee the $500 to be raised by the committee will be secured not later than the middle of next month.

Education-1930
Money for.

Alabama.

N.Y. **TIMES**

FEB 9 1930

TUSKEGEE GETS $250,000.

Gift From Education Board to Build Science Hall and Library.

TUSKEGEE, Ala., Feb. 8 (AP).—Dr. Robert R. Moton, principal of the Tuskegee Institute, today announced a gift of $250,000 from the General Education board for the erection of a new science hall and a new library. A like amount for thse buildings is to be raised from other sources.

Dr. Moton said that extension of the institute's courses in vocational work and education to collegiate rank in response to demand of State Departments of Education and other standardizing agences has necessitated increase in facilities,

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Hampton, Tuskegee Willed $10,000 Each

Defender 3/22/30 Chicago, Ill.

NEW YORK, March 21.—Tuskegee and Hampton Institutes received $10,000 each under the will of William H. Nichols, chairman of the board of the Allied Chemical and Dye Corp., who died in Honolulu last month.

Mr. Nichols in his will left the majority of his estate valued at several million dollars, to educational, charity and religious organizations.

BROOKLYN EAGLE

MAR 16 1930

The Bequests of Mr. Nichols.

Ideals, ambitions, heart interests of an active life are often brought out clearly by the disposition made of an accumulated fortune by testament. The will of that outstanding scientist and citizen William H. Nichols is a case in point.

Mr. Nichols left $250,000 to the Brooklyn Polytechnic, where he was a student for three years. He was vice chairman of the Polytechnic board of trustees. To the Brooklyn and Queens Young Men's Christian Associations he left $50,000 and to the Young Women's Christian Association $10,000. He gave $25,000 to the Brooklyn Eye and Ear Hospital and an equal amount to the Brooklyn Bureau of Charities. Under the testament the Clinton Avenue Congregational Church will receive $10,000. He was always a loyal Brooklynite.

But to the American Board of Commissioners for Foreign Missions (Boston) $100,000 is bequeathed, the American Chemical Society gets $50,000, and the same sum is granted to the Congregational Home Mission Society, to the American Missionary Society, to the American Society for Control of Cancer and to the International Committee of the Young Men's Christian Association. Other bequests go to the Congregational Home for the Aged, to the Broadway Tabernacle, to Hampton and Tuskegee Institutes. Half of the residuary estate is devoted to New York University, the other half to Mr. Nichols's family.

Education, religion, health for humanity were the chief heart interests of William H. Nichols. His testament, like his life, is characteristic of the Christian gentleman. His love for science never calloused his human sympathies, never chilled his devotional impulses and habits. A man has to be great in many ways when that can be said after he has passed away.

BUILDING PLANS AT TUSKEGEE TO TOTAL $700,000

$200,000 Gym, Auditorium Announced By Board of Trustees Last Week

Age

Tuskegee Institute, Ala.—Approval of a budget of $617,000 for the ensuing year, and an appropriation of $200,000 for the erection of a gymnasium-auditorium, were voted at the annual spring meeting of the board of trustees of Tuskegee Institute here last week. 4-19-30

Winthrop W. Aldrich, president of the Equitable Trust Company of New York, was elected to membership on the board, succeeding the late Chellis A. Austin, both as a member of the board and as treasurer of the financial committee.

Dr. Robert R. Moton, principal, submitted a report on the progress of the school since its founding and made recommendations for future plans and for the celebration next year of the 50th anniversary of the school. New York

The appropriation for the gymnasium-auditorium brings the school's building program for the year up to the $700,000 mark, the General Education Board having already contributed $250,000 for the erection of a library and a science hall, on condition that the institute raise a like sum.

The Hospital Annex.

New York

A new wing has been added to the John A. Andrew Memorial Hospital at the cost of $20,000. This annex is a two-story, fire-proof brick structure containing a lecture room seating 400, clinical rooms, out-patients rooms, staff rooms and a department of physio-therapy. The annex, as well as the hospital, is the gift of Mrs. Eliabeth A. Mason of Boston, daughter of John A. Andrew, war governor of Massachusetts.

Home Economics Building.

The building which formerly housed the institute commissary has been enlarged and remodeled to serve as a home economics hall for college students. Provision is made for teaching courses in foods, clothing, laundrying, art and beauty culture, and other arts and rafts of the home. There is a tea room, a professional beauty parlor, and an assembly room seating 250. The state director of domestic science instruction has declared that the facilities of this building are second to none in Alabama.

The Oaks.

The Oaks, former residence of Dr. and Mrs. Booker T. Washington, has been repaired and redecorated, interior and exterior. The care of this 14-room mansion has been intrusted to the Womans Club of Tuskegee Institute of which Mrs. Robert R. Moton is president. The club maintains headquarters in the home and cherishes it as a shrine to the memory of Tuskegee's founder. The den in which Dr. Washington worked and studied is being maintained intact.

Other Improements.

Other recent improvements on the grounds include the painting and repair of a number of buildings, the installation of automatic sprinklers for fire control in nine buildings, the installation of a cold storage plant in the dining hall, the renovation of the practice cottage in which college co-eds are given laboratory practice in the running of a home, the landscaping of new areas of the campus, and the installation of new equipment in the laundry.

Buildingss Planned.

Three new buildings are planned for the coming year; a library and a science hall at the cost of $250,000 each and a gymnasium-auditorium to cost $200,000.

Big Increase To Alabama College

Much Development at Ala. State Teachers' College

Tribune

Montgomery, Ala. May 1—In order to insure completion of the first unit of the extensive development program now in process at the Alabama State Teachers College, H. Council Trenholm, president of the General Education Board in session last week authorized an additional $25,000 contribution that increases their total donation on this first unit at Alabama State to $150,000.00. 5-8-30

The Alabama State Teachers College is spending approximately $516,000 on this first unit. A new campus of 32 acres adjoining the old campus was purchased and two attractive buildings, that were located on this new plot by Olmsted Brothers, nationally known landscape architects of Brooklyn Massachusets, and that were designed under the immediate direction of Dr. George D. Strayer of Columbia University are to be completed about June 10. Savannah, Ga. Bibb Graves Hall, named in honor of the present Governor of Alabama who has taken such pronounced interest in education, is an attractive fireproof three-story dormitory for young women that has 928 double bed-rooms along with other service facilities. William Burns Paterson Hall, that has been named for the distinguished first president of the Alabama State Teachers College that is the oldest state-supported teacher-training institution for Negroes in story administration and college classroom building that has been the entire United States, is a two-planned to serve 500 students conveniently.'

Outside philanthrophy is contributing $230,000 to the developmenta' program. The General Education Board has donated $140,000 to the institution at Normal to make its total to the two institutions amount of $290,000 while the Rosenwald Fund has at present contributed $15,000 to the program at each institution. The present building programs at the two institutions are involving the outlay of about $900,000 during the administration of Governor Bibb Graves.

$500,000 FOR CHARITY LEFT BY ELLEN MASON

Times

Will Filed at Newport, R. I., Disposing of $5,000,000 Estate, Makes Many Public Bequests.

5-16-30

Special to The New York Times.

NEWPORT, R. I., May 15.—Under the will of Miss Ellen F. Mason, filed here for probate today, practically $500,000 is left to charitable and educational institutions. The estate of Miss Mason, long a member of the Summer colony, is estimated at $5,000,000.

Miss Mason also made numerous individual bequests to relatives, totaling $350,000. [illegible]

The residue of the estate is to be held in trust by the Old Colony Trust Company of Boston for philantropic purposes to be designated by a committee consisting of Esther G. Barrows, Helen Morton and Richard Smith of Boston and Frank W. Hallowell and Ida S. Ripley of Newton. Clara Bowdoin Winthrop and Philip Stockton of Manchester, Mass., are named executors of the will.

The fund is to be held in trust until 1942, but shall not continue longer than twenty-one years after the death of the last survivor of the children of Margaret Winthrop Forbes, a niece of the testator, for whom income is provided, when it shall be devoted solely to charitable and altruistic purposes.

Boston institutions receive $145,000 in charities, as follows:

Museum of Fine Arts, $30,000; Massachusetts General Hospital, $25,000; Family Welfare Society, $15,000; Boston Dispensary, $10,000; South End Settlement House, $10,000; Community Health Association, $10,000; Children's Aid Society, $10,000, and Massachusetts Society for the Prevention of Cruelty to Animals, $8,000.

Newport bequests include:

Newport Hospital, $30,000; Art Association, $15,000, and Family Welfare Society, $10,000.

Among other bequests are:

Calhoun School of Lowndes County, S. C. $50,000; Tuskegee Normal and Industrial Institute, of Tuskegee, Ala., $25,000; Bates College, $3,000; Berea (Ky.) College, $10,000; American School of Athens, Greece, $25,000; Church Institute for Negro Schools, $15,000; American Humane Society, $10,000; Board of Domestic Missions of the Protestant Episcopal Church, $30,000.

$5,000,000 Estate Is Left to Charities

Constitution

NEWPORT, R. I., May 15.—(AP)—An estate estimated at approximately $5,000,000 was left largely to "charitable and altruistic purposes" in the will of Ellen Frances Mason, of Newport and Boston, filed for probate here today. She died in Boston a few weeks ago. 5-16-30

The bequests, public and family, totaled slightly in excess of $805,000 and of that amount $784,000 represented public bequests. The residue, real and personal, was left in trust with The Old Colony Trust Company of Boston. The net income to be paid to charitable and altruistic purposes as directed by a committee.

Atlanta

The disposal of the income of the residue is subject, however, to the needs of the children of Margaret Winthrop Forbes, wife of J. Grant Forbes, of England.

Among the public bequests were the following:

Hampton Normal and Agricultural Institute of Hampton, Va., $50,000; Tuskegee Normal and Industrial Institute of Tuskegee, Ala., $25,000, and Berea College of Berea, Ky.

Hampton and Tuskegee Share Nichols Millions

Call 3-21-30 Kansas City Mo.

NEW YORK (ANP)—Among the institutions sharing in the estate left by the late William H. Nichols, were the Tuskegee Normal and Industrial Institute and Hampton Institute. According to the will which was filed for probate Friday, each of these institutions will receive $10,000.

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2 NEGRO SCHOOLS TO SHARE $65,000

State Normal Here To Get $25,000 From National Education Board

Advertiser 4/30/30 Montgomery Ala.

Gov. Graves was advised by telegram yesterday that the National Education Board has made a further appropriation to the Agricultural and Mechanical Institute for Negroes at Normal, near Huntsville, and the State Normal for Negroes, at Montgomery. The amount of the appropriation is $65,000, to be divided $40,000 to the institute at Normal and $25,000 to the school at Montgomery. This appropriation is to become available in the near future, and is for use in a continuation of the building programs at the two schools and the purchase of additional equipment. Total amount received by these schools to date from the board, the Rosenwald Fund and other like sources, is $320,000, it is announced.

BOSTON MASS. TRANSCRIPT
APRIL 5, 1930

Many Public Bequests in Will of Miss Eva Channing

The will of Eva Channing, granddaughter of Rev. William Ellery Channing, for many years minister of the Arlington Street Church, was filed in Suffolk Registry of Probate yesterday. Miss Channing, who lived at Hotel Hemenway, died March 23 in Florida. She provided generous bequests to relatives and $1000 each to seventeen personal friends.

Her public legacies of $1000 each are to the New England Hospital for Women, Massachusetts Society for the Education of Women of Boston; Church of the Disciples; Museum of Fine Arts; Atlanta University, Atlanta, Ga.; Tuskegee Normal and Industrial Institute, Tuskegee, Ala., National Association for the Advancement of Colored People, New York city; Massachusetts League of Girls' Clubs: Coffin Association, Nantucket, and

American Forestry Association, Boston.

To her cousins, Ella C. Eustis and Emily E. Jeffries, Miss Channing left the four pictures selected for Dr. Channing by Washington Allston; to the Nantucket Historical Society, her collection of blue china, now at Siasconset; and to the College of Liberal Arts of Boston University of which she was a graduate, all her philological books.

One-half of the residue is given to the Boston League of Women Voters, and the other half or whole if said league does not exist, to the College of Liberal Arts.

BOSTON MASS. MORN. GLOBE
APRIL 5, 1930

PUBLIC BEQUESTS BY EVA CHANNING

Massachusetts and Other Organizations Benefit

Will Provides $1000 Each for 17 Personal Friends

The will of Eva Channing, granddaughter of Rev Dr William Ellary Channing, for many years pastor of the Arlington Street Church, was filed in Suffolk Registry of Probate yesterday. Miss Channing, who lived at the Hotel Hemenway, died March 23. She provided generous bequests to relatives and left $1000 each to 17 personal friends.

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To her cousins, Ella C. Eustis and Emily E. Jeffries Miss Channing gave the four pictures selected for Dr Channing by Washinton Allston; to the Nantucket Historical Society, her collection of blue china, now at Siasconset; and to the College of Liberal Arts of Boston University all her philological books.

One-half of the residue of her estate is given to the Boston League of Women Voters, and the other half or whole if said Boston League of Women Voters does not exist, to the College of Liberal Arts of Boston University.

Tuskegee, Hampton, Receive Bequests

Recorder 6-7-30
Indianapolis Indiana

NEW YORK CITY, June 6.—(ANP)—According to announcement made here Tuesday, through the will of the late Dr. William J. Matheson, famous chemist and scientist, Hampton institute, located at Hampton, Va., will receive $20,000 and Tuskegee institute of Alabama, $10,000.

JOURNAL & TIMES
MONTGOMERY, ALA.
APR 30 1930

NEGRO SCHOOLS GIVEN $65,000

Total From Education Board $320,000 With Latest Funds Apportionment

Governor Graves was notified by the general education board of New York Tuesday that it has made a new appropriation of $65,000 for completing building and equipment programs at the two state agricultural and mechanical colleges for negroes at Montgomery and Huntsville.

This appropriation brings to $320,000 the amount set aside by the general education board, supported by the Rockefeller foundation, the Rosenwald interests of Chicago, and other philanthropic bodies for these two institutions.

The governor said that the new appropriation was expected to be made availably shortly and $40,000 would be diverted to the enlargement of the Huntsville school and the remainder to the Montgomery college.

Advancement of negro education in Alabama has been a primary aim of Governor Graves. He expressed much gratification over the assistance the eastern foundations have given. With Tuskegee Institute functioning on a high plane, he predicted a widespread education program for negroes of this state.

Education- 1930
Money for

Alabama.

WILLS $55,107 ESTATE TO TUSKEGEE INSTITUTE

8-9-30

Brooklyn, N. Y., August 1.—Tuskegee Institute will receive eventually $55,107 fro mthe 096,765 gross and 087,607 net estate of Henry G. Makin, retired white Brooklyn business man. The gift was made in mem ory of the benfactor's mother, Mrs. Sarah Stetson Makin.

Baltimore Md

$55,000 Bequest For Tuskegee Institute

New York Age

8-2-30

Tuskegee Institute, Tuskegee, Ala., is named as one of the beneficiaries in the will of Henry G. Makin, white, on which a transfer tax appraisal report was filled in the Surrogate Court Tuesday, July 22.

New York, N.Y.

Mr. Makin died on January 10 last, leaving a gross estate of $96,765, and a net of $87,607.

The will instructs that a brother, Richard L. Makin, receive the life income from a trust fund of $55,000, which income passes to his wife, on his death. It further instructs that after the death of both, the principal sum goes to Tuskegee Institute, "to be devoted to the education and training of the colored race, in memory of my mother, Sarah Stetson Makin."

NEW YORK HERALD

AUG 7 - 1930

Seth Low Heirs Appeal Decision On Trust Fund

Oppose Settlement by Bank as Executor of Surplus Gained During 14 Years

For $30,000 More Apiece

11 Lawyers for Charities to Argue Case Next October

Ambiguity in the will of Seth Low, former Mayor of New York and president of Columbia University, filed in Westchester County shortly after his death in 1916, is delaying a final settlement of his estate, William H. Patterson, lawyer, of 45 Cedar Street, said yesterday. He made public the appeal of several Low heirs from a decision of Surrogate Slater of Westchester County, approving the settlement of the estate as made by the City Bank Farmers Trust Company.

The appeal of the heirs is based on the disposition of a trust fund, originally $400,000 in an estate which was appraised in 1917 at $1,120,231. The trust fund has grown to $578,861.42.

By the terms of the will Mrs. Marian Low Raymond, a niece; George Cabot Ward Low, Abbott Augustus Low and Seth Low, nephews, were made beneficiaries in this trust fund to the extent of $80,000 each, as well as being part heirs in the residuary estate with many relatives and several charities.

It is the contention of the trust company as executor that the $80,000 share for each in the $400,000 fund was a definite bequest. The heirs are contending that they share the fund with their mother, now dead, completely, so that they are entitled to divide the $578,861, to which the trust fund has grown. The executor contends that this excess of $178,861 over $400,000 must go into the residuary estate, from which all heirs named by Mr. Low will take their bequests according to various fractional parts which he wrote into his will.

The Surrogate's decision was filed in Westchester on June 16, Mr. Patterson said yesterday. He said the case would be argued in the Appellate Division, probably in October. A victory for the four heirs will mean approximately $30,000 more for each.

"This contest goes to show how men of affairs, accustcmed to handling large sums of money, often fail to make their wishes clear in their wills," Mr. Patterson said. He said he represented Charles A. Frank, a partner of Seth Low, one of the heirs, who has assigned a portion of his legacy.

Payments of charitable bequests which the Surrogate directed the executor to make, but which are held up pending the contest are $14,903 to St. Anne's Episcopal Church of Brooklyn; $14,903 to St. George's Episcopal Church, Manhattan; $4,258 to St. Phebe's Mission, Brooklyn; $10,645 each to the University of Virginia, Berea College, Berea, Ky., and Tuskegee Institute, Tuskegee, Ala., and $14,903 [illegible] Christian College.

Mr. Low's will was an involved document of about 3,700 words, containing twenty clauses, of which one was divided into nineteen sections. Appearing before the Appellate Division in the contest will be representatives of eleven law firms, on behalf of various interests.

NEW YORK WORLD

JUL 28 1930

Tuskegee Institute to Get Makin $55,107 Eventually

In memory of a benefactor's mother, Mrs. Sarah Stetson Makin, the trustees of Tuskegee Institute in Alabama will receive eventually $55,107 from the $96,765 gross and $87,607 net estate of Henry G. Makin, retired Brooklyn business man, it was learned yesterday when a transfer tax report on his property was filed in Kings County. The fund is to be devoted to the education and training of the Negro race.

Meanwhile, a brother of Mr. Makin, who died on Jan. 10, will enjoy a life estate in the principal of the trust. In addition, the brother, Richard L. Makin of No. 56 Livingston Street, Brooklyn, was willed $20,000 outright.

$27,000 TO EQUIP 2 NEGRO COLLEGES

Advertiser

State Lets Contracts For Fittings At A. And M. And School Here

8-22-30

Contracts for equipment for the negro A. & M. Institute at Normal, Ala., and the State Teachers' College for negroes in Montgomery, were awarded yesterday at a meeting of the building committee of the State Board of Education.

Montgomery Ala.

The contracts are subject to the approval of the Governor, who is chairman of the committee, and the approximate amounts of the contracts are, $10,000 for the A. & M. Institute and $17,000 for the Montgomery State Teachers College.

For the A. & M. School the committee purchased laboratory equipment office furniture, auditorium equipment for the classroom building; beds, dressers and chairs for the dormitory, and kitchen equipment for the dining hall.

For the Montgomery school the committee bought laboratory equipment, home economic equipment, furniture for the classroom building with shades and office equipment and tablet arm chairs; sufficient new furniture, beds, dressers, chairs and window shades for the dormitory building.

Included among the firms that were awarded contracts are: Teague Hardware Company, Montgomery; E. H. Sheldon & Company, Muscogee, Mich., laboratory equipment; W. M. Welch, Chicago, laboratory equipment; Logan Manufacturing Company, Louisville, beds; Perfection Mattress Company, Birmingham, mattresses; Alabama School Supply Company, Montgomery, office equipment and window shades; Frank Tennille, Montgomery, window shades; Remington Rand & Company, library shelving and the John-Van Range Company, kitchen equipment.

$1,000,000 IS WILLED BY JANE E. ANDREWS

Times

Relatives and Charities Receive Large Bequests From Park Avenue Widow.

12-3-30

HOSPITAL GETS RESIDUE

New York, N.Y.

Trustees of L. W. Seaman Estate Seek to Distribute $450,000 to Charities by Christmas.

Special to The New York Times.

RIVERHEAD, L. I., Dec. 2.—After making specific bequests aggregating approximately $1,000,000, the will and codicil of Mrs. Janes E. Andrews, late of 966 Park Avenue and Islip, L. I., filed for probate here, bequeathed her residuary estate to St. Luke's Hospital, Manhattan.

Mrs. Andrews, who died on Nov. 16, provided that the bequest to St. Luke's Hospital should be held in trust in memory of her husband, William Loring Andrews, herself and two sons, Loring W. and Theodore Crane Andrews. As all are dead, the income is to be used for the general purposes of the hospital.

The will states that it was Mrs. Andrews's wish that the hospital will, when it is deemed advisable by the trustees, use the principal of the trust fund in erecting and equipping a building or part of a building on the hospital property. One condition, however, is that such building or portion thereof shall always be known as the "Andrews memorial."

The probation petition gives the value of the estate at upward of $20,000.

To the Metropolitan Museum of Art, Manhattan, is bequeathed $35,000 to be used as an endowment fund for the purchase of books for the library of the museum, in memory of Mrs. Andrews's husband. To the museum is given also a Lafayette clock with statuette of Washington, an oil painting of Franklin, a screen of rare Spanish leather, Chinese embroidery, Bulgarian embroidery, Flemish tapestries and a book by Mrs. Andrews's husband, entitled "New Amsterdam, New Orange, New York," all of which are gifts in memory of her husband. Jane E. Decker, niece, of 950 Park Avenue, receives $50,000 and Mrs. Andrews's sable furs.

Some of Principal Bequests.

Following are some of the other bequests:

Cathedral of St. John the Divine in Manhattan, $5,000.
Church of the Incarnation in Manhattan, $5,000 for general purposes and $5,000 for the Bethlehem Day Nursery.
Southside Hospital of Bay Shore, $10,000.
St. Mark's Episcopal Church, Islip, $5,000.
General Hospital of Connecticut in New Haven, $10,000.
Y. M. C. A., Manhattan, $10,000.
Charity Organization of the City of New York, $10,000.
Music School Settlement in Manhattan, $4,000 to nedow two scholarships in memory of the testator's son, Theodore Crane Andrews.
Boys' Club of New York City, $10,000.
New York Association for the Blind, $5,000.
Home for Old Men and Aged Couples, New York City, $8,000.
Home for Incurables, Manhattan, $5,000.
Memorial Hospital for the Treatment of Cancer and Allied Diseases, Manhattan, $5,000.
Seaman's Church Institute, Manhattan, $,000.
Laurenburg (N. C.) Normal Institute, $2,000.
Tuskegee (Ala.) Institute, $5,000.
Park College, Parkville, Mo., $2,000.
New York University, $25,000.
Yale University, $25,000, in memory of sons, Loring W. and Theodore C. Andrews, and $10,000 for an endowment of the Loring W. Andrews Memorial Library.
Woman's Memorial Hospital, $15,000.
New York Association for Improving the Condition of the Poor, $25,000.
Berry Schools of Mount Berry, Ga., $5,000; Grolier Club of Manhattan, a high block and an ivory miniature of Fitzgreen Hallock by Rodgers and several books, some bound in silver.
Constance A. Jones of Paris, niece of the testatrix's husband, $10,000 and a crescent pin.
Ada J. Gwynne-Evans of Nawham-on-Severn, England, $10,000 and golden wedding ring.
Mary E. Gardiner, sister, of Manhattan, $25,000 and half interest in the remainder of the jewelry, silverware, wearing apparel and paintings, not otherwise disposed of.
Margaret H. Hurlburt, sister, of Manhattan, $10,000 and other half interest in the remainder of the jewelry and other articles named.

Fund of $400,000 Set Aside.

Out of the estate remaining, the executors are directed to set aside $400,000, to be divided among the sisters, nieces and nephews of the testatrix and the relatives of her husband and the churches, universities, colleges and charitable institutions named in her will in proportion to the specific bequests they receive.

An additional $100,000 is also set aside for the testatrix's sisters, nieces and nephews and the relatives of her husband.

George L. Nichols of Katonah, N. Y., and Frederick W. Kobbe of 1,155 Park Avenue, Manhattan, are named executors.

Bequests of from $1,000 to $25,000 are made to various relatives, friends and employes. Each employe of the testatrix not otherwise mentioned, who had been in her employ for more than ten years, received $2,000, and those who had been in her employ for not less than five years get $600 each.

$450,000 Willed to Charities.

Nineteen charitable institutions in New York City will receive about $450,000 in time for distribution before Christmas holidays if Surrogate Foley grants a petition filed yesterday by trustees of the estate of Lloyd W. Seaman, retired stock broker, who died on Oct. 20, 1929. If they followed the customary procedure ahd filed an accounting in the estate, the trustees explained, the organizations would not be able to use the bequests until after Christmas.

They asked the Surrogate to construe the residuary clause of Mr. man's will, which authorized them to distribute the residue among "worthy charities in the city of New York, as in their discretion and judgment shall seem proper, and shall divide the said residue among such charities in such proportions and amounts as to my said executors shall seem proper." The executors and trustees are former Federal Judge Francis A. Winslow of Yonkers, Joseph D. Godfrey of Greenlawn, L. I., and the Guaranty Trust Company of New York. They selected the following institutions, which will receive from 10 000 t o$50,000, according to Budd & Coffey, counsel for the trustees:

- Brooklyn Bureau of Charities.
- Association for the Improvement of the Condition of the Poor.
- Family Welfare Society of Queens.
- Legal Aid Society.
- Seamen's Church Institute.
- John Milton Foundation.
- Institute for the Crippled and Disabled.
- Peabody Home for Aged and Indigent Women.
- St. Luke's Home for Aged Women.
- Catholic Big Brother League.
- Boys Club of New York.
- Israel Orphan Asylum.
- Big Brother Movement.
- The Big Sisters (Protestant).
- The Big Sisters (Catholic).
- American Female Guardian Society (Home for Friendless).
- Children's Aid Society.
- Association for the Aid of Crippled Children.
- Home for Homeless Boys.

The aggregate sum to be divided among these organizations will be $1,547,288, according to an appraisal of the estate on Sept. 8. The $450,000 represents the residuary assets which have been converted into cash by the executors and trustees.

Several of the institutions named were represented in court yesterday by their attorneys, who assented to the petition.

Counsel for the trustees said that the only question that had arisen about the residuary clause was whether all the charities were in New York City as the will stipulated. William S. Coffey, who appeared for the trustees, expressed the opinion that all the organizations could qualify under the will.

It was understood that the Surrogate would render a favorable decision shortly.

Mr. Seaman's total bequests to charity amounted to $4,547,288. His net estate was appraised at $5,862,299.

R. W. Chanler Left Small Estate.

Robert W. Chanler, noted artist, who died on Oct. 24 at Woodstock, N. Y., left a comparatively small estate, it was learned yesterday when his will was filed for probate. The bulk of his property is divided equally between his two daughters, Miss Dorothy Chanler of Red Hook, N. Y. ,and Mrs. Julia C. Beach of Paris. In addition to the residue they share their father's "books, screens, works of art and personal effects."

"I request them," Mr. Chanler wrote in the will, dated last Oct. 17, "to distribute same in accordance with my wishes, of which they are aware."

Cooper Union for the Advancement of Science and Art receives all of the artist's books on art.

A bequest of $70,000 is made jointly to Mr. Chandler's friends and attorneys, Lewis Spencer Morris of 116 East Eightieth Street and Charles S. McVeigh of 40 East Seventy-first Street. The will requests them to dispose of the money in accordance with a letter, but adds that this is not obligatory.

A brother, Lewis Stuyvesant Chanler of 132 East Sixty-fifth Street, former Lieutenant Governor of New York State, is named executor of the estate.

Messrs. Morris and McVeigh told reporters that Mr. Chanler's estate consisted chiefly of his paintings, the value of which was not known. The two daughters, the attorneys added, would benefit by a large trust fund left to the artist by his father.

Robert Crabb's Will Aids Charity.

Charitable bequests of $56,998 were made in the will of Robert Crabb of 341 Roseville Avenue, Newark, retired manufacturer, filed for probate in Newark yesterday. Mr. Crabb died on Nov. 21. He left $25,000 to the Presbyterian Hospital in Newark. Individual legacies were made to friends and relatives. One half the residue goes to Albert R. Crabb, a son, and the other is placed in trust, the income being paid the widow, Mrs. Grace Crabb, for life.

NEW YORK TIMES

JUN 15 1930

15 CHARITIES AIDED BY FERGUSON WILL

Get Sixth of Estate Valued at $1,000,000 Now and Third of Residue Later.

HALF IN TRUST FOR WIDOW

She Also Gets Realty—Two Sons Receive Balance—Bronx Gardens Get Hempstead Man's Herbarium.

Special to The New York Times.

MINEOLA, L. I., June 14.—Property said to be valued at about $1,000,000 is disposed of in the will filed here for probate today with Surrogate Leone D. Howell of William Cashman Ferguson, who died at Hempstead June 3. After providing for members of his family the testator makes contributions to fifteen societies, institutions and churches, most of them in this city. The petition filed with the will does not specify the amount of the estate.

The house and all other real estate at 37 Atlantic Avenue, Hempstead, together with all personal effects except cash, bank accounts, bonds, stocks and other investment securities, are left to the widow, Edith Alma Van Dyck Ferguson. She also is to get half the residuary estate, which is placed in trust for her use. Upon her death the trust estate is to be disposed of as follows: One-third to a son, Eric Ferguson of Gallipolis, Ohio; one-third to a son, Donald V. D. Ferguson of Middle Island, and one-third in equal shares to fifteen institutions. These also receive a sixth of the residue outright at this time. One-sixth of the estate is to go outright to Eric and a like amount to Donald.

In the event of the death of the sons, provision is made for trust funds for their wives or children.

The fifteen institutions named in the will are:

- Stony Wold Sanatorium, 598 Madison Avenue.
- New York Association for the Blind, 11 East Fifty-ninth Street.
- Children's Aid Society of the City of New York, 105 East Twenty-second Street.
- New York Association for Improving the Condition of the Poor, 105 East Twenty-second Street.
- New York Dispensary, 34-36 Spring Street.
- State Charities Aid Association, 105 East Twenty-second Street.
- Tribune Fresh Air Fund, 225 West Fortieth Street.
- Social Service Auxiliary and Allied Hospitals, 416 East Twenty-sixth Street.
- Seamen's Church Institute of America, 25 South Street.
- New York Society for the Relief of Ruptured and Crippled, 321 East Forty-second Street.
- Nassau Hospital Association, Mineola.
- House of St. Giles the Cripple, 1,346 President Street. Brooklyn.
- St. George's Protestant Episcopal Church, Hempstead.
- Home for Incurables, Third Avenue and 183d Street.
- Tuskegee Normal and Industrial Institution, Tuskegee, Ala.

Mr. Ferguson provided in his will that the New York Botanical Garden is to have his herbarium of plants and botanical note books, diaries and records, together with the sum of $4,000 to be used in the proper mounting and labeling of all herbarium sheets of native plants and to provide suitable cases for this installation at Bronx Park.

Greenville, S. C., Enterprise
Saturday, December 13, 1930

TUSKEEGEE GETS $5,000.

New York City, (CNS).—By the will of Mrs. Jane E. Andrews, late of 966 Park Avenue this city and Islip, Long Island, who died on November 19, leaving an estate estimated at $3,000,000, Tuskegee Institute, Tuskegee, Alabama, gets a $5,000 bequest. The Laurinsburg Normal institute at Laurinsburg, N. C., also gets $2,000.

Education-1930
Money for

Arkansas.

DEMOCRAT
LITTLE ROCK, ARK.

JUN 4 - 1930

A REAL INVESTMENT.

If you, as an individual, were advised that by the investment of $25,000 you could be assured of an almost immediate return of $200,000, you would falter no longer than the time necessary to write a check. If, in addition, evidence was presented to show that another $100,000 would be forthcoming annually as a second return on your investment, you would feel that fortune had been more than kind to bring such an opportunity to your door.

Well, that is the exact position in which Little Rock finds itself today. Educational institutions outside Arkansas have offered to give Philander Smith College for negroes $200,000, provided the citizens of Little Rock, ~~its home city~~, contribute $25,000. The fund is to be used for new buildings and an immediate expenditure of $300,000 for that purpose is expected.

The Little Rock Chamber of Commerce wisely has undertaken the task of raising that $25,000 and one of the city's public spirited citizens already has contributed $1,000. Fred I. Brown, chairman of the committee, points out that the opportunity is an "8 to 1 shot" this year alone and that it means a big addition to the purchasing power of the community in the buying of supplies, in improvements, in teachers' salaries and in expenses of the students.

Those are sound business reasons for giving generously to such a worthy cause. But there are other good reasons not the least important being the contribution Philander Smith College makes to Little Rock as an educational center. Such an educational plant as is contemplated would be to a college education for the negro what the Paul Lawrence Dunbar School is to his vocational training.

Education-1930

Money for.

D.C.

Senate Votes Howard University $1,249,000

WASHINGTON, D. C., April 18.—The interior department appropriation bill, carrying the largest government contribution to Howard university in the history of that institution. was passed by the senate last Thursday.

A total of $1,249,000, an increase of $639,000 over the amount appropriated for the fiscal year 1930, is carried in the bill for Howard University for the fiscal year 1931. Of that sum $350,000 is contributed toward the payment of salaries, $160,000 toward general expenses, $200,000 for the construction of a classroom building at a total cost of $460,000, and $539,000 for the construction and equipment of three dormitories for girls.

A total of $424,000 is appropriated for Freedmen's hospital, an increase of $163,820 over the amount appropriated for the fiscal year 1930. Of this sum $87,500 is for subsistence, fuel and medicine, $181,500 is for salaries and professional services, and $155,000 for the construction of a hospital addition for obstetrical patients.

Defender 4/19/30

Chicago Ill.

PRESIDENT SIGNS INTERIOR BILL

Howard University to Get $1,249,00 for New Buildings.

President Hoover has signed the Interior Department appropriation bill, which carries a total of $1,249,000 for Howard University for the fiscal year ending June 30, 1931. That is the largest amount ever contributed by the Federal Government to that institution.

The appropriation includes items of $350,000 toward the payment of salaries, $160,000 toward general expenses, $200,000 toward the construction of a classroom building at a total cost of $460,000, and $539,000 toward the construction and equipment of three dormitories for girls.

The measure also craries a total of $424,000 for Freedmen's Hospital, including $87,500 for subsistence, fuel and medicine, $181,500 for salaries, and $155,000 for the construction of a hospital addition for obstetrical patients.

According to Dr. Mordecai W. Johnson, president of Howard University, the classroom building toward which the sum of $200,000 is appropriated is one of three building projects urgently needed for the university. The building is planned to relieve pressure on the present main building, to afford classrooms and professors' offices made necessary by the increase in the teaching staff, and to make way for the rehabilitation and replacement of the present main building recommended in a recent survey of the university by the Bureau of Education of the Interior Department.

Dormitories Needed

The building of the three dormitories will solve the housing problem at Howard University, Dr. Johnson states. There are registered at Howard this year 758 women, 474 of whom are in the undergraduate colleges. Of this number 325 came from homes outside of Washington. Howard University can house only 170 of them in the most crowded and unsatisfactory conditions.

"The difficulty of securing proper living quarters on university grounds is causing some parents to refrain from sending their daughters to Howard," Dr. Johnson said in presenting to Congress his request for additional dormitories.

Tribune

Washington

Education - 1930
Money for.

Florida.

$62,500 To Bethune Sch.

Tribune

Gen'l Educational Board Award Makes Possible

6-26-30

TWO NEW BUILDINGS

Savannah Ga

Florida College Making Wonderful Progress

Daytona Beach, Fla., June 21—President Mary McLeod Bethune of Bethune-Cookman College, this city, has announced the receipt of a formal notice from Dr. W. W. Brierly, secretary of the General Education Board of 61 Broadway, New York, of a grant of $62,500 to Bethune-Cookman College on the program of buildings to be erected in the near future. Friends of the college who have been noting the significant progress of its work and the steady approach to high standards in education will rejoice with the president and the boards in this knowledge. The General Education Board, founded by John D. Rockefeller, has done the greatest philanthropic work in education in this country. Their confidence in the merits of Negro Educational Institutions is established through technical surveys of every department of an institution which solicits aid from them. Dr. Travor Arnett, president of the Board, Dr. Jackson Davis, field secretary, and other representatives have visited Bethune-Cookman College during the past year. They see in our program here a future solidness that will be an asset to Negro education in this country. Hence, this grant of such a generous sum toward the erection of additional buildings to carry on the work on a more standardized scale.

The president, constituency and friends of the college will begin very soon upon the campaign for funds for the program of buildings, endowment and current expenses.

General.

Education-1930

Money for

Methodist To Raise Negro Education Fund

Constitution
2-6-30
Atlanta
Ga.

CHICAGO, Feb. 5.—(AP)—A national $1,500,000 campaign for negro education in the United States will be conducted this year by the board of education of the Methodist Episcopal church in honor of the 60th anniversary of the Freedman's Aid Society, an organization to help the negroes founded by the Methodist Episcopal church after the Civil War.

A resolution calling for this campaign was adopted today by the board of education at its annual meeting

Of this sum $600,000 is to be used to equal offers made by philanthropic foundations.

Atlanta, Ga., Constitution
Thursday, January 9, 1930

CURIOSITIES OF CHARITY.

The philanthropy of the American people amazes the whole civilized world. It has no parallel in history in any past recorded age of mankind. Last year the figures just compiled by competent authorities show that the gifts to all altruistic purposes reached the record sum of $2,450,720,000.

Of that staggering sum of benefactions less than 5 per cent was given in and to the sixteen states of the south. That vividly illustrates the inspired saying that "to him that hath shall be given," so the east and north and west that have plenty get plenty more.

But, of course, we in the south have no right to complain against those who have money to give away giving it where they please and as they think it will confer the wisest benefits. While our people furnish a large share of that surplus wealth that is thus given away, we have no claim upon it after having parted with it to pay for the goods, services and loans of the receivers of it for value.

The gifts ranged in amounts from a few thousands of dollars up to two particular foundations endowed with $10,0000,000 each. The estimated total was given for the following purposes: Religious purposes, $996,300,000; education, $467,500,000; gifts for personal charity, $279,760,000; organized charitable relief, $278,710,000; health, $221,510,000; foreign relief, $132,000,000; the fine arts, $40,000,000; play and recreation, $20,900,000; miscellaneous reform organizations, $14,040,000.

Those who have the foolish fear that we are drifting into free thinking and atheism will notice that the largest proportion of the total gifts went to religious purposes. The next largest sum total was to education—mostly to colleges and universities. Negro education was benefited ~~by $33,000~~,000. For scholarships for needy children $10,000,000 was donated and $3,000,000 for experimental schools.

It is noteworthy that the gifts of 1929 exceeded those of 1928 by $120,120,000, and probably the grand total would have reached $3,000,000,000 but for the crashes in Wall Street in November and December. But even those incidents do not account for the small volume of benevolent gifts made by southern persons of wealth to their own people and institutions.

RECORD
COLUMBIA, S. C.

JAN 9 1930

Did Not Remember Us.

It doubtless came from a full heart, and after earnest endeavor when Al Smith said for the committee consisting of himself and Calvin Coolidge and Julius Rosewald in determining the division of the $6,000,000 Conrad Hubert fund: "We tried as best we knew how to have this vast sum produce more money by encouraging these institutions to raise additional funds." No criticism may be made of the committee and its determinations. Doubtless no better beneficiaries could be selected.

Nevertheless the decisions of the committee contain much food for thought, and particularly GOOD LESSONS may be drawn by the SOUTH AND WEST.

Thirty-three institutions were selected. Sixteen or seventeen are in New York City, aggregating about $3,500,000; two in Chicago aggregating $750,000, others in Massachusetts, New Jersey and Washington, D. C., with four below Mason and Dixon's Line, William and Mary College and the University of Virginia each $50,000, Governor Roosevelt's Warm Springs, Ga., and Rollins College, Florida, maybe as much as $240,000 each if Mr. Hubert's Florida real estate pans out.

Pours Wealth Into New York.

When one contemplates how much wealth there is in the centres named and how under force of circumstances the whole nation is laid UNDER TRIBUTE TO NEW YORK one cannot but help wonder if the country would not be better served and some of the causes of philanthropy more greatly benefited by leaving out those centres and fixing attention upon the country at large.

Mr. Hubert was particularly INTERESTED IN THE NEGROES. The committee gave $500,000 to the Provident Hospital for Negroes in Chicago and to Howard University in Washington $200,000. Maybe the gifts will do more good there, but when one thinks upon the struggling Negro schools in the South surrounded by millions of struggling blacks, one wonders if the decisions are altogether wise. Those who know of the work of Governor Roosevelt at Warm Springs, Ga., will rejoice that it will be helped.

THE LESSON for the South is one of SELF HELP, and conservation of its own resources. PATRONIZE HOME INDUSTRIES of every kind and keep as much of the South's capital in the South as is possible.

Constitution
1-9-30
Atlanta
Ga.

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Education - 1930
Money for

Georgia.

$450,000 IS GIVEN TO NEGRO SCHOOL

Constitution
6-5-30

Big Fund Will Provide Modern Library for Atlanta University.

Atlanta, Ga.

A grant of $450,000 by the general education board, of New York, to provide an adequate library for Atlanta University and afilliated colleges was announced Wednesday by Dr. John Hope, president of the university.

The new library will be another step in the development here of a large negro university, which was begun last year by the consolidation of the old Atlanta University and Morehouse and Spelman colleges, three of the five negro institutions of higher learning in the city. The new university now has enrolled more than 700 students exclusive of summer sessions and extension work. and the combined plant of the three institutions includes 28 buildings and 87 acres of land.

Announcement of the gift for the library was made at the annual commencement exercises of the university.

Their greatest handicap, it was stated, has been lack of adequate library facilities, which will be supplied by the new building in a strategic location on Chestnut street, easily accessible to the three intsitution.

ATLANTA GETS $450,000 GIFT FOR NEGRO SCHOOL

Southern Christian Recorder
6-12-30
Nashville, Tenn

Atlanta, Ga., June 5—(UP)—Creation of a major Negro university here gained impetus today with a grant of $450,000 from the General Education board, New York, to Atlanta university and affiliated colleges, for construction of a central library unit.—Ex.

ATLANTA, GA.
CONSTITUTION

JUN 5 - 1930

$450,000 IS GIVEN TO NEGRO SCHOOL

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NEW YORK WORLD

JUN 5 - 1930

$450,000 FOR LIBRARY

Granted by General Education Board to Atlanta University for Negroes

ATLANTA, June 4 (A. P.)—A grant of $450,000 by the General Educational Board of New York to provide an adequate library for Atlanta University and affiliated colleges was announced to-day by Dr. John Hope, President of the university.

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MRS. WILCOX GIVES $1000 TO GA. STATE

The Georgia State Industrial College announces the gift of $1,000 by Mrs. Mary Otis Willcox of New York, towards the construction of a Country Life Building on the campus of the college. Previous gifts of Mrs. Wilcox towards this same project total several thousand dollars.

Tribune

Mrs. Wilcox in making this latest contribution to the Country Life Building, the first of its kind to be erected in this country, expresses her appreciation of the fine inspiring leadership of President Hubert in making farm life more attractice for the millions of Negroes who live and work in the country. She deplores the fact that urban centers are being crowded with men and women who are not able to find in the cities, a chance to live and enjoy themselves as American citizens should feel that if the right kind of leadership is encouraged, much may be done to bring about higher standards of living in rural districts among colored people and thereby relieve much congested centers.

Among other prominent people who have taken a keen interest in this Negro Country Life Building are George Foster Peabody, George Gordon Battle, Joseph. Parsons, John J. Raskob, Gov. A. L. Smith, Mrs. Sarah Mills Hodge of New York. Plans are on foot for the beginning of construction of the building in the spring of 1931.

9-11-30
Savannah, Ga.

Education - 1930
Money for

LEAVES $3000 TO EDUCATE PRIESTS

News

Louisvillian Remembers Colored People In $50,000 Will

4-19-30

Louisville Ky

The will of Mr. Charles A. Marcilliat, retired lumber man was probated before County Judge Fox Monday. The estate was estimated at $50,000 the bulk of which goes to relatives of Mr. Marcilliat. He also remembered Colored people by leaving $3,000 to Rt. Rev. Bishop John A. Floersh for the education of Negro priests; $1,000 to the New York Mission for Colored People and $1,000 to the Little Sisters of the Poor who also take care of Colored aged and poor at their home, 10th and Magazine Streets.

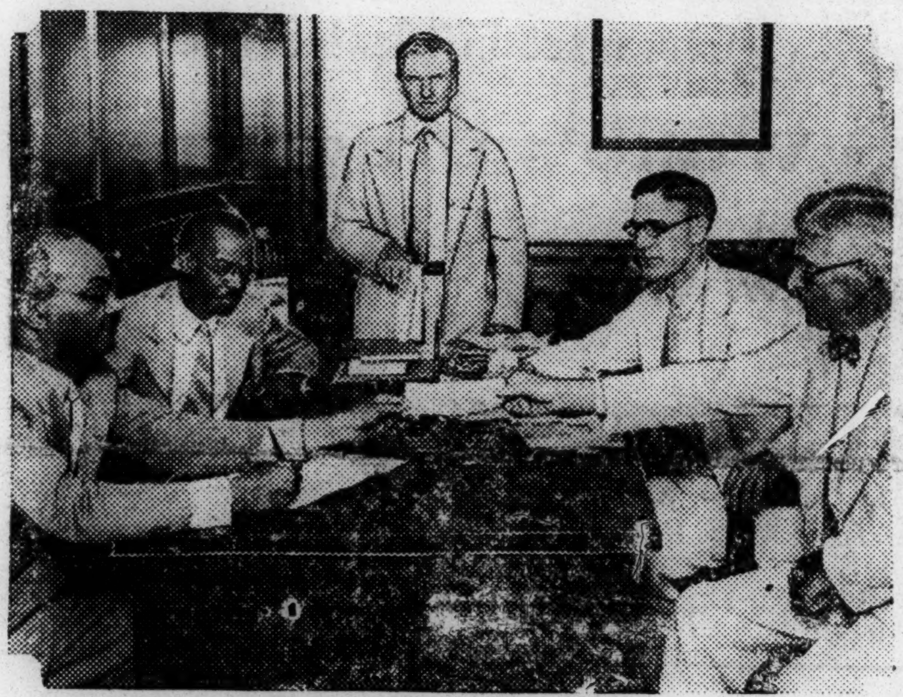
Kentucky

LARGEST DEAL INVOLVING COLORED CITIZENS IN RECENT HISTORY

News 9-6-30

Louisville, Ky.

Dr. W. P. Offutt And J. O. Blanton Represent Baptist Of State



Courtesy Louisville Times

The above is a history making scene. It shows the formal transfer of the title of Simmons University to the University of Louisville. Dr. R. A. Kent, president of the U. of L., is shown handing a check for $100,000 to Dr. W. P. Offutt, Moderator of Kentucky Baptists. From left to right: Dr. Offutt, Mr. J. O. Blanton, president American Mutual Bank, Mr. John H. Chandler, attorney for Simmons; Mr. Paul H. Gossage, attorney for the Kentucky Title Co., and Dr. Kent.

The place is one of the offices of the title company. According to the picture it was a tense moment, marking as it did the passing of one of the oldest Negro institutions owned by the Race, from the hands of the Kentucky Baptists of Kentucky. There are in round numbers 100,000 Negro Baptists in the State. A dollar from each one of them would have prevented this touching scene.

Perhaps the largest real estate deal in which Kentucky Colored people were involved or directly concerned, took place last Saturday in the offices of the Kentucky Title Co., when the property of Simmons University was formerly turned over to the University of Louisville.

At that time Dr. Raymond A. Kent, president of the University of Louisville, paid over to Dr. W. P. Offutt, Moderator of the Colored Baptists of Kentucky, the sum of $100,000 for all the plant and grounds of Simmons University, except the boys' dormitory which faces on Seventh street. The U. of L. also took a ten year option on that building, subject to a one year notice, the option being worth $15,000.

Simmons University was founded by the Baptists of Kentucky fifty-seven years ago and has grown from one lone building on a little lot to its present dimensions, which include three large buildings and nearly an entire city square of ground. It has developed hundreds of young men who have made their mark, not only in the ministry but in other pursuits. It has had for its presidents such scholarly men as Dr. Pierce, Dr. W. T. Amiger and Dr. C. H. Parrish, and working with the last named are Dean D. L. Lawson and Rev. Lanier, educators of the highest rank.

But with all its brilliant presidents and teachers, with all its services to the Race and to the Baptist denominations, it is said, the school became involved in heavy debt and despite its denominational memperhips of 100,000 Baptists, the only way out was to sell.

The University of Louisville is obligated to the Negro voters for their support of af bond issue in 1925. At that time a pledge was made to give the Colored citizens a University of such high rank as to preclude the necessity of Kentucky boys and girls having to leave the state to get the "highest education." After much bickering and agitation the promise is in the process of being kept. The authorities of the University of Louisville have taken over the property of Simmons University and, it is said, will have a Negro department of the U. of L. far removed from that institution, and with its own personnel and curriculum.

It will be interesting to note the development of this new venture which is scheduled to begin at the first of the year. History was made last Saturday, for weal or woe, for good or bad, for better or worse—old Father Time will tell. The picture tells the notables present. Dr. C. H. Parrish, President of Simmons, and Mr. W. H. Steward, chairman of the board for years, were not present.

Louisville Will Open Municipal College

LOUISVILLE, Nov. 7. — Dr. Raymond A. Kent has announced a gift of $25,000 from the general education board of New York toward the equipment of the Louisville Municipal college.

Defender

The gift, of which Dr. Kent was informed in a letter from W. W. Brierley, secretary of the board, will be used in remodeling buildings, equipping biology, physics and chemistry laboratories and in purchasing a library and library supplies. Classes in the new institution will open about Feb. 1.

11-8-30

The Municipal college will occupy the plant at Seventh and Kentucky Sts., which was purchased this summer. This important educational enterprise is the fulfillment of a promise, made about four years ago at the time the bond issue was voted, the substance of which was that there should be provided a municipal institution for the higher education of Race students, especially those of Louisville.

Chicago De

This will be the first college of its kind in the United States to be established by a municipality, although there are several cities which maintain junior colleges as part of the public school system. Its immediate aim will be to provide training in premedical, normal and regular academic work of a standard which, together with entrance requirements, will meet the regulations of the Southern Association of Colleges and Secondary Schools. It is anticipated that it will fill the needs of not only the 129 students enrolled last year at Simmons, but also of those of a majority of graduates of the Louisville Colored high school, who have had to go outside of the state to obtain higher learning.

Edward S. Jouett, chairman of the board of trustees of the University of Louisville, commended Dr. Kent's efforts in securing this gift, and expressed gratification at the founding under such favorable auspices of this new institution, which will enable Colored students desiring advanced training to get it in this city where they live and whose educational system they help to support.

Mayor William B. Harrison, who has been much interested in the proposed college, described the plan as "feasible and appropriate."

"The Louisville Municipal college is the result of painstaking and thorough research on the part of the university's board of trustees," he said, "and I am glad to think that they have accomplished this thing which has been in the minds of Louisville citizens for some years. The city will do everything in its power to assist in its support."

The general education board was founded in 1902 by John D. Rockefeller for the purpose of furthering noteworthy educational undertakings in the United States. Leo M. Favrot, specialist in education of the general education board, was largely responsible for its active interest in the Louisville college.

The Municipal college will be an entirely separate institution, though under the administration of the board of trustees of the University of Louisville. Its dean and faculty will be made up of members of the Race, while the supervision of its finances, administration and student health will rest with the authorities of the university.

Fees for residents of Louisville will amount to $15 a semester plus an annual registration fee of $5, while for nonresidents tuition will be charged in addition amounting to $35 a semester.

Ministers and theological students will be required to pay only $5 a course for each semester unless more than two courses are taken, in which case they will be required to pay the regular fees.

Education - 1930
Money for.

Louisiana.

Louisiana Board Increases Funds of Negro Schools

Informer

Baton Rouge, La.—(ANP)—When the state board of educatoion had finished its work of recommending appropriations for schools here Monday, it was found that every state institution for Negroes had received an increased allottment. 2-8-30

The board, in making its recommendations to the legislature for the various state institutions, allotted to Southern University for maintenance $200,000 and $150,000 for buildings, and other annual income $63,500 supplementary. The special tax measure, that is proposed, carries an addition of $500,000 for permanent improvements. Houston, Texas.

The Negro Blind School, an auxiliary to Southern University, and under the same administration, was recommended for a total appropriation of $56,000. The State Normal School was assigned a total appropriation of

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New Orleans, La. Times-Picayune
Friday, June 21, 1930

NEGRO UNIVERSITY ON GENTILLY SITE MEETS OPPOSITION

Permit Application Taken Under Advisement Pending Filing of Briefs

The application of the Dillard university for a permit to erect a $1,500,000 institution for negroes on the Rosehill cemetery tract in Gentilly was taken under advisement after a hearing before the commission council Thursday at which opponents to the use of the land for a negro school were given a week in which to present briefs intending to show that the property cannot be used legally for that purpose.

Representatives of both factions presented arguments to the council. The proponents declared that the tract is the only suitable one in the city; that property in the vicinity of the school would not depreciate in value as the school would only replace a cemetery, and warned that if the council failed to grant the permit New Orleans might lose the big merged negro school. Opponents denied each of these allegations and declared that the proposed use of the land had already caused a great depreciation in value of the surrounding property.

Week Given for Briefs

As the hearing opened E. F. Schellhaas, representing property owners in Gentilly, pointed out that three acres of the Rosehill cemetery had been dedicated to the city as a paupers' burial ground, and declared that the United States supreme court in a similar case had ruled that the adjoining cemetery could not be utilized for a public institution. He requested a week in which to prepare a brief of his contention and the request was granted.

Edgar B. Stern, trustee of Dillard university, was the first speaker. After outlining the history of the movement to merge the two negro universities of the city and erect modern buildings for the combined school, he declared that the board of trustees had studied almost 100 proposed sites and after careful consideration had decided that the Rosehill tract is the most practical from "every standpoint."

"In the location of such a university," said Mr. Stern, "we must look ahead and provide room for expansion, in a locality that will not encroach on neighboring property. Here we have 43 acres in a triangular plot bounded by the municipal nursery, the London avenue canal and on the short side by Gentilly road."

Distance From Road

He pointed out that the buildings would of necessity have to be built some distance back from the road because of a sharp depression in the ground.

After presenting maps of the Parking and Zoning Commission showing that area in the vicinity of the tract is heavily populated with negroes and pointing out that St. John Berchman's negro asylum "just across the road from the tract," had been recently granted a permit to erect an infirmary and home for the aged, Mr. Stern said the trustees would not attempt to establish the new university in a "100 per cent" white neighborhood, but added that even where such schools were operated in exclusively white sections property values did not decrease.

"Will this school tend to depreciate property and drag down the neighborhood?" queried Mr. Stern. "Past experience shows that it will not. When New Orleans university was opened on St. Charles avenue about 50 years ago that section was farther outlying than Gentilly is today, yet our most beautiful and expensive residences have sprung up around that very school. Then down on Canal street, the other negro university has long been surrounded by a neat, orderly neighborhood composed almost entirely of white people."

Says Values Would Rise

He added that the school would actually increase the value of surrounding property, "particularly as the Rosehill tract is now a cemetery."

In answering the complaint of Gentilly residents that the busses will be filled with negroes when the school opens, Mr. Stern said that he had made arrangements with the New Orleans Public Service, Inc. to run special school busses during the peak hours at the opening and closing of school each day.

Concluding, Mr. Stern said there will be objections to any location chosen for the school but "I know of no other prospective site which offers less objections and has the requirements of water transportation facilities, gas, sewerage and will not require the city to close streets or make other changes.

James M. Dunn, representing the Seventh Ward Improvement Association, declared that property values had already shown a decided drop on the prospect of the negro school locating in the Gentilly section. He denied that negroes lived in the section and said that the Rosehill cemetery contained only six or seven graves, "which have enabled the owners to escape taxes for about 15 years." He charged that marble placed on the ground to be used for a monument which was never erected had resulted in several automobile accidents.

Wanted $100,000

During the administration of the late Mayor Martin Behrman, Mr. Dun said, an attempt was made o get 1500 feet of the Rosehill tract, which was reported to have been allotted for parking purposes, for playground, but when the owners were approached they wanted 100,000 for the land.

Warren Kearny, member of the niversity board of trustees, pointed ut that the use of the cemetery ract for the new school would not emove any assessable property from e tax rolls as the land was already exempt from taxes while the lection of another site might result in a reduction of the city revues.

Among the other prominent citins who urged the granting of the rmit were General Allison Owen, ce-president of the Parking Comission; Charles I. Denechaud, atrney; John Legier, chairman of e Municipal Auditorium commisson and president of the American ank and Trust Company, and J. Rault, attorney for the univery.

Mrs. J. Hildebrand, property ner, in opposing the granting of e permit, said that virtually every ece of property in the vicinity of e Rosehill tract had been offered for sale since the proposed ordinance was offered. H. J. Prevost also spoke against the proposed ordinance.

Frank Stich, attorney representing Allen H. Generes, who with his brothers own a plot in Rosehill cemetery where their parents and a child of A. H. Generes is buried, addressed a letter to Mayor Walmsley requesting a postponement of the hearing. He with Mr. Schellhaas, was granted a week in which to present a brief of his case.

Education-1930
Money for.

Maryland.

EDITORIAL

GOVERNOR RITCHIE'S RECORD AS TO THE NEGRO

IN ALITTLE 8 page pamphlet entitled, "What Governor Ritchie Has Done For The Colored Race," gotten up for the purpose of deluding colored voters and influencing them to vote for Governor Ritchie, the few institutions established or aided by the State for Negroes are glaringly set forth and the niggardly appropriations set down in high praise of Governor Ritchie's benevolent and statemanlike act for giving to Negro citizens and taxpayers of Maryland what his phamphlet designates as "The Colored Race" less money for the establishment, support and aid of their institutions than they pay in taxes for suchpurposes. Herald Commonwealth

For the education of Negroes Gov. Ritchie boasts of spending the munificent sum of $120,320 on five institutions for Negro Education as follows:

Bowie Normal School (State owned)	$55,200
Princess Anne Academy (State owned)	22,000
Morgan College	22,000
Maryland School For The Blind	15,000
St Peter Clavier Industrial School	3,000
Total	$120,320

10-26-30

While the Democratic party is thus trying to bait Negro voters with this pittance toward the education of Negro youth· Negroes of Maryland may well compare the trifling $120,320 grudgingly spent to support Princess Anne Academy and Bowie Normal (so-called) School, both secondary Schools added to the $22,000 aid to Morgan College with the lavish expenditures of money for the education of the white youth of Maryland by Gov. Ritchie. Baltimore, Md

White Institutions of Learning

Amount appropriated for white institution of learning totals $2,279,802.08; of this amount Maryland University gets $1,800,462.08; the balance distributed among 14 institutions· the rich Johns Hopkins receiving $75,000.

Not a single scholarship is given to Negro students in any college but 454 scholarships are given to white students in ten State aided institutions besides the scholarships carried at Maryland University.

There is not a single institution for higher Education established or supported for the higher education of Negroes by the Ritchie Administration.

No opportunity is afforded the Negro boy or girl to study Medicine, Dentistry, Pharmacy, Law or Nurse Training by the State of Maryland under Gov. Richie; all these opportunities are open to Maryland white boys and girls, but colored fathers and mothers of Maryland if they desire to provide their sons and daughters with a college education or with a profession must do so with money our of their own pockets if any be left after paying their taxes.

Hospitals For Negroes

The little 8 page pamphlet proudly spreads the news that the Ritchie Administration spends $105·800 annually for the support of he Henryton Tuberculosis Sanatorium, $219,750 for the Crownsville State Asylum for the insane and gives $9,500 to Provident Hospital!

A record of which any State government should be ashamed.

It is the duty of the State to protect its citizens from the ravages of an infectious disease so common as to be a menace to the entire body of citizenship as tuberculosis..

In providing niggardly therefore for the unfortunate insane and tubercular of the Negro group the Ritchie Administration was not exhibiting sympathy or generous friendship for the Negro but in utter selfishness providing protection for white citizens whose lives and well being would be endangered if insane men and women were permitted to run at large or if no effort was made to check the spread of tuberculosis.

It is in the appropriation to Provident Hospital where the attitude of Governor Ritchie and his Administration is revealed: $9,500 for the only Negro Hospital in Maryland, while $909,484 is appropriated for 27 State Hospitals and Hospitals aided by the State for whites.

In the public schools of the State the same glaring discrimination and injustice exists.

In the counties the average salary paid white high school teachers is $1534 annually· colored teachers $908 a difference **of $626 or 59 per cent.**

Elementary teachers are paid as follows:

County:	White Teachers	Colored Teachers
Baltimore	$1507	$1196
Allegany	1256	1265
Prince George's	1163	665
Montgomery	1158	545
Queen Anne's	1118	513
Anne Arundle	1113	575
Washington	1104	806
Cecil	1102	712

Talbott	1100	489
Wicomico	1090	529
Calvert	1086	528
Howard	1051	538
Frederick	1042	555
Kent	1042	569
Caroline	1027	490
Harford	1024	599
Worcester	1016	462
Dorchester	989	451
Carroll	982	585
Somerset	980	427
Charles	954	475
Garrett	932	...
St. Mary's	820	468
Average	$1126	$586

A difference of $586 or 52 per cent.

In its treatment of unfortunate wayward Negro boys and girls the Ritchie Administration is damned beyond repair.

No fouler blot attaches to any State government than that of Maryland for allowing Cheltenham to be called the "House of Reformation for Colored Boys" and the Melvale Institution to be called the "Industrial Home for Colored Girls," when both institutions are a disgrace to the State and the $20,000 given to Cheltenham and the $10,000 given to Melvale should be saved from year to year until sufficient is saved to establish decent and properly manned institutions that will at least aid in reclaiming some of he unfortunate boys and girls incarcerated in those institutions and who as they are now conducted will become through criminal neglect and brutal treatment confirmed criminals.

This is in brief a refutation and expose of "What Governor Ritchie Has Done For The Colored Race."

That little 8 page pamphlet is the sole bid of Governor Ritchie and the Democratic party.

He is not asking Negroes to vote for him; not once has he appeared before a Negro audience and indicated directly or indirectly that he wants Negro votes.

Not for the Governorship would he obligate himself to Negroes by acknowledging openly or publicly that he wants Negroes to vote for him.

During his eleven years in office there is not a single act on his part of recognition of the Negro as a citizen in common with other citizens; he has opposed every move for the betterment of the group in Maryland; he vetoed the bill for the establishment of an institution for the colored feeble minded; he opposed the equalization of Negro teachers salaries; he opposed the Woman Suffrage Amendment to the Constitution because it would give the ballot —as he said—to 75,000 colored women; during the recent registration Democratic lawyers were sent to heavy Negro precincts to harrass, block and delay Negroes from registering showing that if he and his party had the power they would now disfranchise Negroes as they attempted to do three times during the past thirty years.

What reason has any Negro to vote for Ritchie for Governor or solicit others to vote for him?

Education - 1930

Money for

Missouri.

O. K. Plans for $250,000 Building at Lincoln U.

Call

5-17-30

Kansas City

Curators of Lincoln university met Wednesday in Jefferson City and approved the plans for the $250,000 building at the university. The complete blue prints are not yet ready. [illegible] E. Perry and T. B. Watkins, of this city attended the meeting.

$50,000 GIFT FOR LINCOLN U.

Argus

6-13-30

Money to Be Used For Home Economics Bldg. State Supt. Chas. A. Lee Makes Announcement on Return From East.

St. Louis, Mo.

JEFFERSON CITY, Mo., June 10.—State Supt. of Schools, Charles A. Lee, returned from Atlantic City Monday where he had attended a meeting of the General Education Board and announced that this board had given $50,000.00 to the Board of Curators of Lincoln University of Jefferson City to be used for a new building to house the home Economics Department and the dining hall.

This is the first time money was ever secured outside the state for a building at this institution. Mr. Lee said among the greatest needs at Lincoln School is such a building as the new one will be. He said that the new building would be finished about January 1, 1931, as the board has planned to award the contract as soon as possible after plans and specifications were submitted. "The money is available now," he said, "The building will have two stories and be built on the campus."

The General Education Board was organized by Rockefeller thirty years ago and has spent millions of dollars in the South in the interest of Negro education.

POST
KANSAS CITY, MO.

JUN 12 1930

AID TO NEGRO SCHOOL

Lincoln University Receives $50,000 Gift.

JEFFERSON CITY, MO., June 12.—A gift of $50,000 to the board of curators of Lincoln university here for the erection of a new building to be occupied by the home economics department, was announced today by State Superintendent of Schools Charles A. Lee. The general educational board, a Rockefeller foundation, is donating the amount.

Lee has just returned from a meeting of the general board in Atlantic City where he was informed of the board's action. The money will be available immediately and work is expected to start soon.

The state superintendent said it was the first time money was ever obtained outside the state for a building for a university for Negroes.

Education—1930

Money for.

New York

NEW YORK WORL

JUN 10 1930

BARRIER TO HUBERT RICHES REMOVED

Brother of Flashlight King Recalls Objections

CHARITIES TO BENEFIT

Smith, Coolidge and Rosenwald Directed Distribution

The delay in distributing three-quarters of Conrad Hubert's large estate among the thirty-three agencies of public health, education and benevolence chosen by Calvin Coolidge, ex-Gov. Smith and Julius Rosenwald, which was threatened when Joseph Horwich, brother of the electric flashlight manufacturer, filed objections to the accounting of the executors and asked Surrogate James A. Foley for an interpretation of the clauses of the will, referring to the charitable donation, was eliminated yesterday when Mr. Horwich voluntarily withdrew his complaint. With this obstacle removed C. Bertram Plant and the Bankers Trust Company, who were named executors, plan to begin distribution of $4,600,000, now on hand, among the charities of the first class as soon as Surrogate Foley signs the decree on the executors' accounting.

From these funds the Boy Scouts and the Girl Scouts of America, the Provident Hospital in Chicago, which treats Negroes and trains Negro physicians, [redacted] Street Hospital and St. Vincent's Hospital will each receive $500,000 and ten other institutions will share the remainder.

They are: The Children's Aid Society of New York, the American National Red Cross, the Y. M. C. A. of Jersey City, the New York Foundling Hospital, the International Migration Service, the Jewish Mental Health Society, the National Committee for Mental Hygiene, the Jewish Theological Seminary of America, the Y. M. H. A. of New York and New York University.

The remaining bequests will be made as soon as Mr. Hubert's large property holdings in Florida are liquidated.

When Conrad Hubert died in February, 1928, he directed that "three prominent citizens should select the charitable, educational and benevolent institutions to benefit in the major part of his estate. The remainder was left to his relatives.

Joseph Horwich's share, of which he has already received $500,000, wil probably be more than $1,000,000 while another brother and a sister receive similar bequests. Mr. Horwich consented to the probating of th will in 1928, but when the executor' accounting was filed recently he filed objections charging that the charitable bequests were "indefinite and uncertain in purpose and repugnan to the State of New York."

Education - 1930

North Carolina

Money for

Salisbury Chamber Of Commerce Gives $10,000 to Livingstone

Age

Salisbury, N. C.—The Salisbury Chamber of Commerce gives $10,000 to the Price Memorial Campaign, in response to an urgent appeal of President Trent of Livingstone College. 1-4-30

This brings the campaign within $25,000 of the total amount to be raised $250,000. The final reports were made by the Episcopal areas here December 31. New York, N.Y.

Dr. E. A. Robinson of the class of 1911 gave $500 more to the drive making a total of $1,500 he has given in this effort. He and Dr. W. H. Higgins of Providence, R. I., are the largest contributors of the alumni; The latter has already given $1,600. A similar amount has been given by Bishop F. M. Jacobs of Brooklyn, N. Y. All three of these men are members of the trustee board of the college.

$50,000 BUILDING IS DEDICATED AT ST. AUGUSTINE'S

Raleigh, N. C., April 21—A red-letter day in the history of St. Augustine's College, this city, was celebrated on March 27 in the dedication of the handsome new $50,000 dining hall and domestic science building erected and named in honor of Bishop J. B. Cheshire. The dedication was set to coincide with the eightieth birthday of the venerable Bishop, who most fittingly delivered the dedicatory address. The story of the invaluable service rendered the institution by Bishop Cheshire, for more than thirty years one of its most faithful friends, was told by Dr. A. B. Hunter.

4-25-30

Dean Boyer, for 34 years a member of the staff, sketched the growth of the school during that period, from 10 teachers and 175 students to its present status of 40 teachers and nearly 400 students. The new building, a beautiful piece of architecture substantial, commodious, and a matter of great pride to the school, was made possible largely by the friends of Bishop Cheshire and as a fitting memorial to his unfailing friendship for the institution. In his dedicatory address Bishop Cheshire said in part:

"The Negro has made amazing progress in the sixty-five years since his emancipation. I recall no instance of equal progress in the same short space of time. The attainment of civilization has usually been by protracted effort, retarded by many failures, abundance of suffering, injustice and strife, a tedious flooding and receding of the tide of progress and attainment. In the case of the American Negro, we have within two generations, seen permanent gains, material, economical and social, which are too great for me to attempt to epitomize, but which are apparent to all."

Two factors have been responsible for this phenomenal progress, said Bishop Cheshire, one the innate ability of the Negro and the other the help accorded him by his white friends, many of whom have given liberally of their personal service and means to promote Negro education and general welfare.

"With these evidences of the attitude of the white people of America towards its Negro citizens," the Bishop concluded, "I refuse to see any racial conflict or any essential and permanent alienation of interest of both parties will surely lead understandings, sources of irritation and contention may from time to time arise. But the substantial good feeling and mutual interests of both parties will surely lead eventually to a common devotion to the welfare and happiness of all."

For a number of years Rev. E. H. Goold has been principal of St. Augustine's. During this time it has gained rapidly in physical equipment and student body, the new Benson Library, the Delany Building, and a splendid new nurses home having been completed recently, in addition to the Cheshire building.

$50,000 Building Dedicated At St. Augustine's

Another Handsome Addition To Plant Of Great Church Shcool

News

Raleigh, N. C., April 22.—A red letter day in the history of St. Augustine's College this city, was celebrted on March 27 in the dedication of the handsome new $50,000 dining hall and domesetic science building erected and named in honor of Bishop J. B. Cheshire. The dedication was set to coincide with the 80th birthday of the venerable Bishop, who most fittingly delivered the dedicatory address. The story of the invaluable service rendered the institution by Bishop Cheshire, for more than thirty years, one of its most faithful friends, was told by Dr. A. B. Hunter.

5-3-30

Louisville Ky

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Charlotte, N. C. Observer
Saturday, May 24, 1930

NEGRO COLLEGE GIVEN $250,000

Bennett College for Women Voted Endowment Fund by Education Board.

Special to The Charlotte Observer

GREENSBORO, May 23.—At the chapel exercises today at Bennett College for Women, negro institution under the care of the Methodist board of education, President David D. Jones announced the general education board of New York has voted a $250,000 endowment fund for the college.

Dr. Jones also said the college is to receive $200,000 from the $1,750,000 fund which the board of education of the Methodist Episcopal church will make available provided an additional $50,000 is raised in North Carolina.

Bennett Receives $250,000

St. Louis Argus

GREENSBORO, N. C., May 24—President David D. Jones of Bennett College for Women announced to the members of the Board of Trustees who were in session at the college that he had received a telegram from Mr. Jackson Davis of the General Education Board announcing the conditional gift of $250,000. This $250,000 from the General Education Board is to be set aside as a nucleus for an endowment fund for the college.

5-30-30

St Louis Mo

Raleigh, N. C. News and Observer
Saturday, May 24, 1930

ENDOWMENT PROVIDED FOR NEGRO COLLEGE

Greensboro, May 23—At the chapel exercises today at Bennett College for Women, Negro institution under the care of the Methodist Board of Education, President David D. Jones announced the General Education Board, of New York, has voted a $250,000 endowment fun for the college.

Dr. Jones also said the college is to receive $200,000 from the $1,750,000 fund from the Board of Education of the Methodist Episcopal Church, which will be available provided an additional $50,000 is raised in North Carolina.

Education-1930

Oklahoma

Money for

Langston University Spending $100,000 For Physical Growth

Age

1/25/30

Langston, Okla.—Langston University, Z. T. Hubert, president, is planning an expenditure of $100,000 this year in laying foundation for future permanent physical growth.

A new heating plant, with central power house and new mains to all buildings, is nearly completion. This includes replacement of all old motors with new A. C. type motors, and direct lighting and power from the O. G. Company.

N.Y.

Several new cottages for teachers are being planned, to be placed at strategic locations, made possible by a recent gift from the General Education Board of New York City. A model Home Economics Cottage is under construction, being built of native stone, fireproof in its entirety, to provide practice work for student teachers.

Permanent walks and drives, with planting of trees and shrubs, will add largely to campus beauty.

Education-1930

Pennsylvania

Money for.

$100,000 Given for Lincoln U Dormitory

Defender 1/11/30 Chicago

CHESTER COUNTY, Pa., Jan. 10.—Two grants of $50,000, one from the Julius Rosenwald fund of Chicago and the [illegible] general education board of New York, have paved the way for the erection of a much-needed dormitory at Lincoln university.

With two-thirds of the necessary $150,000 needed for the structure now on hand, plans have already been laid to start building as soon as the weather permits. It is hoped that the remaining $50,000 will be raised by that time, as the constantly increasing enrollment has created a housing problem of pressing importance.

$10,000 Given To Lincoln University

Tribune

Several Large Subscriptions Received

5-8-30

Lincoln, Pa., May 5—By the will of the late Theodore W. Hunt, professor emeritus of English at Princeton University, a legacy of $10,000 is left to the Trustees of Lincoln University, Pennsylvania.

Guilbert & Betelle, architects of Newark N. J., are preparing plans for a new college dormitory to accommodate 100 students. The building will be located in a commanding position on the campus just west of the refectory. Mr. A. J Taylor, president and engineer of the Delaware School Foundation, Wilmington, will supervise the erection of the dormitory. The university is indebted to the generosity of Mr. Pierre S. du Pont for the services of his architectural and engineering staff. The subscriptions to the dormitory fund include $50,000 from the General Education Board, $50,000 from the Julius Rosenwald Fund, and $25,000 from Miss Caroline Hazard, the former president of Wellesley College.

Savannah Ga

The annual commencement will be held on Tuesday, June 3, with Dr. Will W. Alexander of the Interracial Commission, Atlanta, Ga. and Dr. Joseph W. Holley, president of the Georgia Normal and Agricultural College of Albany, Ga., as the speakers.

LINCOLN U. RECEIVES $10,000 LEGACY

Afro-American

DuPonts Donate Architect's Services for New Dormitory to be Erected

5-10-30

LINCOLN UNIV., Pa.—By the will of the late Theodore W. Hunt, professor emeritus of English at Princeton University, a legacy of $10,000 is left to the Trustees of Lincoln.

Gilbert & Betelle, architects of Newark, N. J., are preparing plans for a new college dormitory to accommodate 100 students. The building will be located in a commanding position on the campus just west of the refectory. A. J. Taylor, president and engineer of the Delaware School Foundation, Wilmington, will supervise the erection of the dormitory. The university is indebted to the generosity of Mr. Pierre S. du Pont for the services of his architectural and engineering staff.

Baltimore Md

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The annual commencement will be held on Tuesday, June 3, with Dr. Will W. Alexander of the Inter-racial Commission, Atlanta, Georgia, and Dr. Joseph W. Holley, president of the Georgia Normal and Agricultural College of Albany, Georgia, as the speakers. Both speakers are white.

Education - 1930
Money for.

South Carolina

MASS. CITIZENS GIVE $80,000 TO VOORHEES

Herald Commonwealth
8-9-30
Baltimore, Md

NEW YORK, Aug. 4.—Wallace Battle, field secretary of the American Church Institute Board of New York, has just closed a six weeks' educational campaign in Boston and vicinity in the interest of the work of the Voorhees Normal and Industrial School, in Denmark, S. C., of which J. E. Blanton is principal, and which resulted in raising $80,000, which the citizens donated to erect a Massachusetts on the campus of the school.

This is one o fthe largest amounts ever raised for Negro education cince the educational campaign conducted by the late Booker T. Washington. The result of the campaign was made known at the New England conference of the Episcopal Church las week, which was held at Wellesley College.

Addressed were made by Dr. Robert W. Patton and Mr. Battle, who told of the educational work that the Episcopal Church was doing among the Negroes in the South. The Voorhees Normal School is one o fthe nine Negro institutions in the South that is being operated by the Episcopal Church.

The building to be known as Massuchetts Hall, will be dedicated next fall, when prominent citizens of Boston and vicinity will participate.

The building, according to a statement made by Mr. aBttle, will ge one of the most modern buildings in the country. The Institute Singers, under the direction og Mr. Blanton, will make a tour of New England soon to thank the people of Massachusetts for presenting the new bluilding, and to raise more funds to assist the work. The Voorhees school is fast becoming under the leadership of Mr. Blanton one of the foremost institutions for Negroes in the South.

Education—1930

Money for.

Tennessee

Six Hundred Thousand Dollars In Sight For A. And I. State College

$125,000 SECURED AS FIRS INSTALLMENT OF MONEY IN SIGHT

Afro 5-16-30

When President W. J. Hale returned to the city last week from an extended trip he made the announcement to some friends that in all probability A. and I. State College would be the recipient of approximately $600,000.00 to be used in improvement and further extension, of the educational facilities of the institution that he heads up. Of this amount $125,000 is already secured, with another installment of $125,000 expected within a short while.

The plans for this improvement and extension have been carefully worked out by President Hale, so his close friends declare, and within the next year or eighteen months a decided transformation of the already imposing structures and campus will be noticeable. The funds are to be used, so it is said, not for salaries, but entirely for the physical improvement of the college, buildings and campus. It is thought here that this is the first big donation that is to come from out side source to a state college, and that this in the main, is made possible because of the very unusual work being done out on Centennial Boulevard by this outstanding state college and agricultural, mechanical and educational plant.

The following official announcement telling of this matter:

Tennessee State College is to receive $600,000 for the erection of three new buildings on the south side of Centennial Boulevard facing the present campus according to plans now on foot. The new structures are to be a trades and agriculture building, an administration building including classrooms, an auditorium and a gymnasium and a girls vocational building. President Hale has just returned from Chicago where he conferred with a philanthropic board which has agreed to furnish the initial part of the sum needed provided it is matched from other sources.

According to the present plans, these new buildings will be completed within the next biennial period and will place the institution in the two million dollar class. The continued growth in enrollment is forcing an expansion of the physical plant and the day is not far distant when in addition to the buildings just named, there will be need for additional dormitories for the young men and young women. During the next six months $75,000 will be spent on beautifying the campus, adding to the laboratories, erecting tennis courts, a miniature golf course, a new athletic field and teachers cottages.

Afro 5-1-30

MEMPHIS, TENN.
PRESS-SCIMITAR

SEP 6 - 1930

DEDICATE NEGRO COLLEGE SUNDAY

Annex Completes Steele Hall; Bruce to Speak

Addition to Le Moyne Junior College, Walker av. and McDowell st., completed this week by Elmer Hodges, contractor, at an expenditure of $25,000, will be dedicated at 4 p.m. Sunday.

C. Arthur Bruce, Republican candidate for governor, will be the principal speaker. Prof. Frank Sweeney, president, also will speak.

The new addition consists of a science department, library and four classrooms, and completes the Steele Hall, named after Andrew J. Steele, principal of the school from 1870 to 1910.

Each of the classrooms is built for 30 students. The science room is roomy, being 150 by 75 feet. The library is large, measuring 150 by 150 feet. It will take care of 120 students at once.

Additional expansion is planned for this, one of the foremost schools of negro education in the Mid-South.

"We have other improvements in mind, but are not ready to announce them," Prof. Sweeney said Saturday.

George Awsumb, architect, Dermon bldg., designed the addition, of brick construction to match the old building.

Memphis, Tenn., Evening Appeal
Friday, October 17, 1930

$100,000 NEGRO FUND IS SOUGHT

Dr. Sutton Griggs Would Work For Betterment In Relations Between Whites, Negroes.

Launching of a south-wide campaign to raise $100,000 for the establishment of an institute to improve the general attitude of the negro toward his own problems and toward the white race is announced today by Dr. Sutton E. Griggs, negro leader.

Leaders in both races are being enlisted this week in the drive, which will last three months. The fund will be spent in three ways, Dr. Griggs says. The $30,000 indebtedness on the School of Practical Arts, Chelsea Avenue and Lauderdale Street, will be removed. Completion and equipment of the present school will cost an additional $20,000. An endowment fund of $50,000 will insure permanent existence for the school.

Dr. Griggs ideas for improving the mental attitudes of his race have won indorsement of the Memphis board of education, teachers of Peabody College at Nashville, the University of Chicago and prominent state educational officials throughout the country.

The plan for an "Institute on Attitudes" to train negro teachers is the result of Dr. Griggs' investigation in schools and among members of his race here and elsewhere. It has the indorsement of the ministers' conference of the National Baptist Convention, but is non-sectarian.

Seven major differences between the white and the colored race, in which the school will seek a change in the negro attiude, are listed by Dr. Griggs as follows. Failure of the negro to offer voluntary co-operation; lack of self-renunciation; lack of a civic sense; need of a habit of inquiry; the spirit of division; tendency to be a "child of the moment," and lack of co-ordination.

The school will train both teachers and preachers and hopes to develop ultimately in a southern center of negro culture and education. It will affiliate with all public schools and with the Roger Williams College.

The fund will be administered by a group of business men to be selected at once.

Dr. Griggs is author of several pamphlets and books on the race and race problems. These books will be sold and proceeds used to increase the fund.

SIX HUNDRED THOUSAND DOLLAR BUILDING PROGRAM PLANNED

Globe 12-26-30

Extension Work Being Projected—Four Major Buildings to be Erected Across Boulevard From Campus

Tennessee A. and I. State College will begin the year 1931 and the winter quarter with the brightest prospects in its phenomenal history of eighteen years of consistent growth. Plans are on foot for an expenditure of over $600,000 for four major buildings to be erected across the Boulevard from the present campus These buildings are: An administration building, containing a large auditorium and facilities for recreation, a new home economics building containing a cafeteria and laundry a men's vocational building for agricultural and industrial education and a model practice school for elementary grades. In addition to these structures there are being erected teachers cottages and apartments. These additions will bring the evaluation of the present plant beyond $2,000,000,000 mark, and will provide additional facilities for the various curricula both in its vocational and in its literary aspects. It will allow the present library building to be used exclusively for library purposes so that additional reading rooms and department reading rooms may be organized and stocked.

Nashville, Tenn.

Appropriations for maintenance for the biennial period 1931-33 will be included an increase of at least $35,000 per year which means that the institution will receive $175,000 from state sources alone. Intensive extension work will be prosecuted during the incoming year. A demonstration bus equipped with facilities for instruction in agriculture and home economics, and in health, will soon be sent on the road under the supervision of staff members of these departments. Recently the institution has acquired a new parlor bus which will be used in transporting musical, dramatic and physical education groups for performance in many points throughout the state. Extension courses are to be offered to teachers in service on Friday and Saturday. President Hale and members of his staff are working on plans whereby the campus of the institution will be extended to all parts of the state. Various members of the staff this year are conducting surveys as to local conditions in Tennessee.

A "Know Tennessee Campaign" is being conducted by means of questionnaires and personal investigations on the part of the staff members. Specialists in the field of rural education, rural sociology, rural economics, agriculture and home economics are making a detailed study of actual conditions as found in the 95 counties of the state with the view of rendering more definite service to local communities through the services of the institution and through its graduates.

Education-1930
Money for.

Virginia
6

Hampton Institute To Get $25,000 By Will of Late Mr. Macy

Age
4-12-30
New York, N.Y.

White Plains, N. Y.—When the will of the late V. Everitt Macy, multi-millionaire philanthropist and civic leader, was probated here on April 2, it was found that he had left almost a million dollars to educational institutions. The only colored school mentioned in the list was Hampton Institute of Hampton, Va., which will receive $25,000.

Other bequests include $500,000 to Teachers College, Columbia University; $100,000 to the Henry Street Settlement of New York; $100,000 to the Metropolitan Museum of Art; and $50,000 to the Berry School of Rome, Ga.

The will disposes of an estate of between $20,000,000 and $30,000,000.

Hampton Institute to Get $500,000 By Will of Mrs. Emma Kennedy

Age
9-13-30
New York, N.Y.

The entire residuary estate, estimated at more than $10,000,000, of the late Mrs. Emma B. Kennedy of 400 Park avenue, this city, will be divided among various charities and educational institutions, it was revealed last week when the will was filed for probate in Surrogate's Court.

Among the educational institutions to share in the legacy is Hampton Institute, which gets one-twentieth of the residue, estimated at about $500,000.

One fourth of the residue goes to the Board of Foreign Missions of the Presbyterian Church; one-tenth to New York University; and one-tenth to the Women's Branch of the New York City Mission Society.

A bequest of $250,000 was left the Union Theological Seminary of Richmond, Va.

The late Mrs. Kennedy, who died on July 23, was the widow of John B. Kennedy, who died in 1909, leaving her an estate estimated at $65,000,000. He had been a banker, railroad builder and philanthropist, and president of the Presbyterian Hospital, to which he presented $1,000,000 on his wedding day.

Alabama.

Education-1930

Orphanages and Other Benevolent Institutions.

Gulledge Brothers Help Negro Home

The Booker Washington Beneficial, Benevolent and Charitable Association yesterday announced receipt of a deed to 120 acres of land in Chilton County, the gift of W. A. Gulledge and J. H. Gulledge, brothers of Verbena.

The land, an official of the association said, would be the site of a home for the helpless and aged of the negro race. A building to house fifty persons, it was said, would be started at once. Materials to the value of $5,000 have been given by benefactors in Montgomery, while public spirited citizens of Verbena have contributed labor and hauling. Sixty acres of the land is in timber, some of which is to be used in the construction of the home. It is planned eventually to enlarge the establishment to afford accommodations for many more than the fifty inmates who will find refuge in the original building.

Advertiser
4-29-30
Montgomery
Ala.

Education - 1930 Mississippi.

Orphanages and Other Benevolent Institutions.

Greenville, Miss. Times
Monday, June 30, 1930

SCHOOL FOR BLIND SHOWING PROGRESS

The school for instruction of trades to the colored blind of Washington county under the auspices of the Red Cross, began its second week today with an enrollment of ten.

Last week under the instruction of David Dicks, trainer, twenty-five mops and two brushes were completed.

The broom machine and materials arrived Saturday and instruction in that line of activity will begin this week. Chair caning and other activities are taught at the school.

Education - 1930

Missouri.

Orphanages and Other Benevolent Institutions.

NEWS
SPRINGFIELD, MO.
AUG 21 1930

CHILDREN'S HOME PLAN FOR NEGROES WILL BE DELAYED

Members of Board Ready to Act if Building Is Donated; No Funds Available to Make Purchase

FOUR possible plans by which the orphaned negro children of the city might be cared for were presented to the children's home board last night by a special committee composed of Dr. E. M. Shepard, Dr. U. F. Kerr and Mrs. A. G. Allen.

They are as follows: First, to prevail upon some charitable persons to buy or build a home and give it to the city for the children's home board to maintain; second, for the board to lease a house and fit it up for a negro orphanage; third, for the board to contract with some responsible white or negro couple to lease a house and board the needy children, and fourth, to board the children at private homes.

The committee made its recommendations after a conference with a group of representative negro citizens, including the pastors of several negro churches. Doctor Shepard and his committee will meet with the colored committee again to acquaint it with the report which was presented to the board last night, and will also go before the city council to inform the commissioners of its findings.

"The colored people were very reasonable in their requests, said Doctor Shepard. "They realize that it would be impossible to care for colored children in the same home with the white children and do not ask it."

NEED SOME PROVISION

The members of the board were unanimous in the opinion, however, that some provision should be made for the care of worthy, dependent negro children. In order to make a start somewhere, they seemed to think that it would be better to try boarding the neediest children with private families during the winter, since it is probably too late to make other arrangements before winter. The negro churches would be asked to cooperate in finding good families with which to place the children.

In commenting upon the committee's recommendations, Harry D. Durst, president of the board, pointed out that the present children's home was built by individuals and run as a private institution for several years before it was finally turned over to the city. The city can vote a tax with which it maintain and operate the home, but it could not buy or build one, according to the charter. He expressed the belief that the colored children are entitled to consideration nevertheless, since the entire city contributes to the children's home fund.

One member suggested that the board might set aside a certain amount with which to care for the children, to be used by a negro committee where most needed, under the supervision of the board Some thought, however, that this plan might not be feasible, but that it would be better to keep the children together under the direct supervision of the board.

The board's committee was appointed about a month ago to make the investigation after a petition, signed by leading negro citizens and a number of business men, had been presented to the city council, asking that a home be provided for the care of orphaned negro children. Last ngiht, Doctor Shepard estimated that there would be between 20 and 30 children to be cared for He estimated that it would cost between $9,000 and $11,000 to put a leased house in condition, equip it for a home, and operate it for a year. If such a home is established, it should be near the heart of the negro section, it was pointed out, where it would be accessible to churches and to the Lincoln school

The board will hear another report from the committee at its next regular meeting, September 2. Other business transacted last night included a decision to have a picnic for the children at Doling park soon. A cab company has offered to transport the children to and from the park. City officials will be invited to attend the picnic.

President Durst announced the following committees for the coming year:

House, Mrs. Preston Moore, Mrs. George Ray, Dr. E. M. Shepard; **Finance**, Mrs. Josephine Young, Dr. U. F. Kerr, Mrs. Moore; **Purchasing**, Mrs. Tom Robberson, Doctor Shepard, Mrs. R. A. Bonham; **Admission and adoption**, Mrs. A. C. Allen, Mrs. Bonham, Mrs. Ray; **Building and grounds**, Doctor Kerr, Mrs. Young, Mrs. Robberson.

Education- 1930

Orphanages and Other Benevolent Institutions.

New York.

NEW YORK SUN

JAN 14 1930

WILLS $400,000 TO INSTITUTIONS

F. P. Garrettson Estate Held in Trust for Wife.

$50,000 TO GRAND-NEPHEW

Public Bequests Not to Be Paid Until After Death of Widow.

Special Dispatch to THE SUN.

NEWPORT, R. I., Jan. 14.—Public bequests totaling nearly $400,000 are left in the will of Frederick Prime Garrettson, which was filed for probate today. The will, in addition, remembers a number of relatives, employees and friends, and disposes of a large estate, the exact amount of which is not made known.

The Newport Trust Company and Mrs. Marie Angele Garrettson, the widow, are named as executors. Most of the fortune is to be held in trust, the income to be paid to the widow for life, after which the public and other bequests are to be distributed.

A number of small bequests are made outright in the will and codicil, after which the personal effects are given to the widow, Marie Angele Garrettson. At her death a niece, Mrs. Elizabeth Jay Landon of Hewlett, L. I., receives the residue. A second codicil gives $50,000 in trust to Mrs. Landon's son, Frederick Garrettson Landon, until he reaches the age of twenty-one, when the principal is to be paid to him.

After the death of Mrs. Garrettson the following public bequests are to be paid:

Newport Hospital, $125,000; trustees of Dartmouth College, $75,000; St. Paul's School, Concord, N. H., $75,000; St. Clare Home, Newport, $75,000; Columbus Hospital, New York, $5,000; Brooklyn Home for Aged ~~Colored~~ People, $1,500; Art Association of Newport, $1,000; Redwood Library, Newport, $1,000; Newport Historical Society, $1,000; Teachers' Retirement Fund, Newport, $1,000; Police Relief Fund, Newport, $2,000; Firemen's Relief Fund, Newport, $2,000; Children's Home, Newport, $1,000; St. Mary's Church, Newport, $5,000; Jewish Community Center, Newport, $250, and Mount Zion A. M. E. Church, Newport, $250.

Mr. Garrettson leaves $5,000 to his sister, Miss Helen J. Garrettson of New York.

Mr. Garrettson was president at the time of his death of the Newport Hospital. He was graduated from St. Paul's School, and was a member of the class of 1879 in Dartmouth College. St. Claire Home, the other large legatee, was left $50,000 in the will drawn up April 11, 1927, and an additional $25,000 in the codicil executed March 21, 1929.

Under the will of his aunt, Mary Rutherford Prime, Mr. Garrettson was left a third part of her residuary estate, and he leaves this bequest in trust, the income to be paid for life to Mrs. Garrettson, and, after her death the principal to go to his niece, Elizabeth Jay Landon.

All the rest and residue of every nature and description is then left to the Newport Trust Company to pay over the net income to the widow, for life, after which outright bequests are to be made in accordance with the remainder of the will and codicils.

BRONX HOME NEWS

MAR 25 1930

Riverdale Colored Orphanage Report Shows 525 Children Were Cared for During 1929

A steady increase, both in the number of inmates and in the cost of maintaining the institution, has marked the growth of the Colored Orphan Asylum in Riverdale, according to the 93d annual report of that institution, which has just been made public.

The report covers the year ending Oct. 31, 1929; that is, the last two months of 1928 and the first ten months of 1929. In it, various officials of the institution give a picture of the asylum's work, and discuss various aspects of the life of the institution.

Illustrative of the asylum's progress is the following statement issued by Dr. Mason Pitman, superintendent of the institution: "At the close of the year Oct. 31, 1914, we had the modest population of 252 children and an average population of 262, while the number covered by the present report is 525 with an average daily population of 503.

"Our cost of maintenance has grown from $77,345.02 in 1914 to $254,275.19 for the past year. This increase can be accounted for by the larger number of children cared for, and by the marked increase in the general level of prices.

"Our total of inmate days for the past year was 183,760, an increase of 4,551 days over the total given in our last annual report. Since the founding of the institution in 1836, we have cared for and educated 7,903 children.

Most from Welfare Bureau

"During the year just ending we admitted 83 new boy inmates and 82 girls, a total of 165, or 17 more than the previous year. More than two-thirds of these, or 127 to be exact, were received from the New York City Department of Public Welfare, while the remainder were received from other agencies.

"There were 19 more children discharged this year than the year before, the number this year being 89 boys and 58 girls, a total of 147. More than half of those discharged were returned to their parents.

"Of the 525 children in the institution at the time the report was compiled, 35 were orphans, 198 were half orphans and 242 had both parents living. The parentage status of the remaining 50 children was not known.

"The average age of the children under our care was nine years, and the average stay of each child at the institution was two years. At the end of our fiscal year, that is, on Oct. 31, 1929, we had at the institution 64 children between the ages of two and five years; 271 children between the ages of six and ten; 141 children between the ages of 11 and 13, and 49 between the ages of 14 and 16."

One of the facts which stand out in the long history of the asylum is its steady northward progress. In the Civil War period it was located on the west side of Fifth Ave., between 44th and 45th St.; at a subsequent period it was moved to 145th St. and Broadway, and finally it took up quarters in its present location in Riverdale, at the northernmost extremity of the Bronx.

In reviewing the events of the period covered by the report, Supt. Pitman said: "Harry M. Warner, of Warner Brothers, presented us with a movie booth and two of the finest machines obtainable. He also arranged for pictures for us weekly. We had our first show on May 21. Mr. Warner was present and spoke to the children. We can assure him that his gift is much appreciated.

"Athough they have much entertainment at the home, the children also go outside to church affairs, theaters, concerts and picnics. The Bronx Rotary Club Santa Claus was with us again last Christmas, and as usual was very generous.

"The boys' and girls' clubs, social and literary, meet weekly, and we also have a Boy Scout troop in formation. We hope to have a Girl Scout troop, too.

"The playground was drained during the year, and now it is kept dry. New jungle gyms, ladders, slides, swinging rings and giant strides were installed last June. With these new gymnastic and recreational appliances, and with the seesaws, swings, baseball diamond, tennis and basketball courts, we have enough recreational facilities to keep all the children busy.

Library Is Popular

"The library is now in charge of a trained librarian who has reorganized it. We now have over 1,200 books, besides subscriptions to 15 magazines. The library is a very popular place, especially on Wednesday afternoon, which is 'story-telling time.'"

Dr. Pitman also mentioned the work of the Glee Club, which sang at churches and clubs and over Radio Station WJZ. He told of the religious services held regularly at the institution, and of the Sunday school instruction. He also mentioned additions to the institution's electric plant, the enlargement of the bakeshop and the installation of a new bake oven.

Miss Alice F. Halpin, principal of the asylum's school, who has been with the institution for 19 years, reported that the monthly enrolment of the school for the past year averaged 235 children, which is a slight gain over the monthly enrolment of the previous year. She said that eight classes, covering the work of all grades, from kindergarten through 8B, are maintained at the school.

In the institution's medical report, made by Dr. Harrison Betts, attending physician, it was stated that the institution "has continued to have its usual good fortune of having a better than average health conditions among the children."

Catholics Begin Home For Negro Youth

Wading River, L. I.—Atop a cliff overlooking Long Island Sound, Bishop Thomas E. Malloy of the Catholic Diocese of Brooklyn and Long Island, laid the cornerstone and bestowed the Papal blessing on the buildings of the Little Flower House of Providence for Homeless Colored Children on Sunday afternoon, October 26.

Age

The ceremonies took place under pleasant sunny skies, and was attended by over 5,000 colored and white men, women and children. Over 1,000 persons were taken in fifteen large buses from St. Peter Claver, R. C. Church, Claver place and Jefferson avenue, Brooklyn while oth-

8-30

ers made the trip by autos and the Long Island Railroad.

New York

The laying of the cornerstone was followed by a short address by Mons. Thomas M. O'Keefe of Manhattan.

Lauds Father Quinn

Bishop Malloy, in his address, paid a glowing tribute to the labors of Rev. Bernard J. Quinn, and his assistant, the Rev. Alphonse M. Rickert, of St. Peter Claver Church. They were instrumental in erecting the beautiful edifice that will house the colored orphan children of Brooklyn and Long Island.

Bishop Malloy spoke of the missionary work his church is conducting among the Negroes of the country. He stated that were 11,000,000 of them in this country, and though only a small portion of them belonged to the Catholic Church, they have not been overlooked, and while the work is not complete the church is establishing a proper and firm foundation among them.

Father Quinn thanked the people of Brooklyn for their generosity in contributing towards the expense of the project, and the Town Board of Riverhead and all others who assisted in the erection of the home.

New Building In Brooklyn

Along with this home, Father Quinn and the members of his parish have work under way on the new building at Claver place and Jefferson avenue that will house the new school, convent, club house and clinic which will cost $300,000 to build. This will give the people of the district a real community center. The steel frame work is already up.

The clinic will be for the use of all persons regardless of creed or color.

Education- 1930

North Carolina

Orphanages and Other Benevolent Institutions

BISHOP LAWSON NAMED PRESIDENT OF SCHOOL IN SOUTHERN PINES

Age

3-1-30

The Rt. Rev. R. C. Lawson of New York City, founder and first bishop of the Church of Christ of the Apostolic Faith, was unanimously elected president of the Industrial Union School and Orphanage of West Southern Pines, N. C., last week, by the executive board and ~~trustees.~~ New York N.Y.

The property, which occupies two city blocks in Southern Pines, will continue as an industrial school under the leadership of Bishop Lawson, successor to J. M. Henderson.

The bishop, in commenting upon his selection as president, said that he would seek to raise an educational fund for the maintenance of the school and that he hoped to induce one of the officers of the Dunbar National Bank to become treasurer of the fund.

SENTINEL
WINSTON-SALEM, N. C.

AUG 30 1930

Memorial Industrial School Is Filling Great Twin City Need

Colored Children Snatched From Deprivations of the Street, Their Bodies Restored to Health and Their Minds Trained.

Solution of Winston-Salem's social problems is being greatly aided by the new Memorial Industrial School, one of the region's greatest philanthropic endeavors.

The school, constructed less than a year ago, is eight miles northwest of the city, with permanent brick buildings and a 400-acre farm.

Representing an investment of a quarter of a million dollars, the institution also represents the thought of citizens interested in the welfare of countless dependent colored children.

The institution was built with an administration building and three cottages, one for babies and one each for girls and boys. The capacity is seventy and directors figured the first year's budget on a basis of fifty-two children.

Demands Growing

Demands for admission have been so great and the need of the children so genuinely evident that seventy-two have been admitted, thus exceeding the budget by twenty already and the demand is growing.

But the directors have no worry about the future of the institution and refuse to speak of its financial status. They are interested in the cause and point with pride to the first year's achievements as indicated in the earlier months.

Noting that twenty-five were removed from the old school, it is seen fifty-two dependent colored children have been taken from the streets of the city in the past nine months. They have been furnished a haven at the Memorial Industrial School.

There they are given individual beds, the best of foods with plenty of milk and eggs, medical attention, schools with regular class and vocational training.

These little fellows have literally been snatched from the streets and a life of indolence to the institution where they are given training for ctiizenship and when released they will become assets to the community. If left on the streets it is patent they generally become liabilities to the community and often menaces to society.

Ally of Agencies

The Associated Charities, the county and city welfare agencies and others interested in saving the dependent children of the city, have found the Memorial Industrial School is filling one of the municipality's greatest needs.

Typical of the cases which pull at the heart strings of those civic-minded is that of six little tots left a little over a year ago without mother or father or any relative interested enough to care for them.

The home gave these six little ones succor without breaking the family ties which disease and accident had already invaded. The mother went to her death because of the great white plague. Despite her infirmities and the gradual departure of her life's blood and strength she maintained a clean home as the wife of a tenant farmer. Her children were taught cleanliness and obedience.

A brave tenant farmer, shocked by the taking of his wife and companion, rallied the six little ones, from three to thirteen years of age, around him and cared for them as a father and a mother for more than a year.

More Tragedy

Then grim tragedy stalked and the accidental discharge of a shotgun in a country store robbed the children of a good father. Welfare officers were summoned and in their search for a home for the little ones found an aged aunt and uncle who agreed to take them. The pair were infirm and poor. Yet they tried their best. They could not stand it and as an emergency the Oxford Orphanage accepted them temporarily.

In the meantime the Memorial Industrial School was nearing completion and among the first to which it opened the doors was the six little ones in the family group.

Those rolling in luxury and in the comforts of modern homes with a bountiful pantry absolutely cannot picture the want and suffering of countless children unless they go into the hovels or scenes misfortune enacts, said a member of the board.

Never-the-less the demands on the institution are growing and the leaders are being taxed to meet emergencies which are arising almost daily.

Drought Hurts

To add to the emergencies the home has been deprived of its bean crop, two hay crops, cabbage and most of its garden by the drought. This has increased expense but the directors are carrying on. A concrete silo has been constructed and ensilage from the corn will be used to feed the eighteen cows and thereby insure a continued fresh supply of milk for the children.

A committee from Baltimore is coming here to inspect the Memorial Industrial School with a view to establishing a similar institution in that city. Fame of the local school has already gone over the nation and it is not infrequent that welfare officers and various civic leaders come here to see it first hand.

When the Baltimore delegation looks into the bright faces and compares them with the little anaemic seen stranded on the streets it will be sufficient reason for the construction of a similar institution in the great Southern city.

Transformation of some of the little ones is marvelous and stories of them are hard to believe. Yet the living example—humanity snatched from the despair of the street, given milk, eggs and abundance of nourishing food, individual beds, supervised play, kindergarten instruction and taught patriotism—demonstrate the local obedience of the injunction that the strong shall lift up the weak.

South Carolina.

Education - 1930

Orphanages and Other Benevolent Institutions.

Charleston, S. C., News & Courier
Thursday, June 26, 1930

GETS BID FOR HOME

Simons-Mayrant Is Awarded Contract for Negro Building

The Simons-Mayrant company was awarded the contract for the construction of the Old Folks' Home, Charleston's negro poor farm, it was announced yesterday following a meeting Tuesday night of the city council committee on ways and means. The bid of the Simons-Mayrant company was $13,359, being the lowest. The structure is to be located on Reynolds avenue, near the navy yard.

The construction is to be of vitrified brick, salvaged from city streets, repaved with asphalt, it being said that the city will save about $2,000 by this use.

Two building swill be constructed, one for the inmates and the other a residence for the superintendent. They will be but one story high. The home will have a length of 135 feet, with an eight-foot porch along the front, and six-foot porches on the sides.

In the center of the building will be a dining room, measuring twenty by twenty-five feet, with wards and rooms on each side. Four small rooms, eight by nine feet, will be in each ward, with a bath room adjoining each ward. Store rooms kitchen, pantry and laundry will be at the rear of the dining room.

The superintendent's home will have five rooms, including the bath room, a hall and front and rear porches. It will be near the main building. The work will take about sixty days to complete.

Charleston, S. C., News & Courier
Tuesday, December 30, 1930

OLD FOLKS HOME OPEN TO PUBLIC

New Structures Near Navy Yard Ready for Visitors Tomorrow, Thursday

The new Old Folks Home on Reynolds avenue, near the navy yard, will be opened for inspection to white people tomorrow and to negroes Thursday, it was announced yesterday by Alderman D. Stehmeyer. It will be occupied some time next week.

The two buildings, one to be used as a home for negro paupers and the other as a caretaker's residence, were built of salvaged paving bricks and will make it possible for the city to abandon the ugly and unsanitary wooden shacks back of the Johnson Hagood stadium.

The structures are practically completed and during the next few days finishing touches will be put on and equipment will be installed.

The main building, which is approximately 130 by thirty feet, has a long porch extending along the front and the two sides. In the center is the dining room, and on either side is a dormitory, one for men and one for women, and each has a bath room with hot and cold water.

Attached to each of the dormitory wings are four rooms for the sick. Back of the dining room are a laundry, kitchen, and store room.

The superintendent's home, located immediately west of the larger building, is a compact, cozy structure, with four rooms and a bath.

The new home will provide much more comfortable and sanitary quarters for the occupants of the institution. Three large coal stoves, one each in the dormitories and dining room, will provide heat, and the smaller building will also be well heated. Electric lights and plumbing, with hot and cold water, are other up-to-date features.

The new home has a pleasant and attractive setting. From three to four acres were cleared of an immense quantity of rubbish, and a good deal of underbrush was pulled up and carried away. The lawns are being planted with Italian rye. Pines and other evergreens are all over the site, which is enclosed with a wire fence. There is ample ground in the rear for growing vegetables, and for raising chickens, and it is probable that the old folk there will go in for these activities. The site is not far from the south gate of the navy yard.

Tennessee

Education - 1930

Orphanages and Other Benevolent Institutions.

"Swayback" Wilson's Dream Realized in Children's Home

Orphaned and Dependent Negroes Are Cared for at Institution—Story of Joe Shows How Receiving Home Aids Helpless.

Commercial Appeal

4-29-30

Memphis, Tenn.

This story begins seven years ago when in its very first campaign the Community Fund decided that there was need of a home for orphaned and dependent negro children. In fact, the beginning of the story lies even farther back, when there was born in the mind and heart of an old negro man the desire to do something to aid the helpless children of his race.

That old negro man was Charles Wilson, "Swayback" Wilson, some of his friends among the white folks called him, and those friends were legion. He was a familiar figure in downtown Memphis with his frock coat covered with badges and medals collected from many sources. There were two subjects on which he waxed eloquent whenever he could find an audience.

One was the Republican party, the other was his determination to see that something was done to help out the little colored boys and girls who were fatherless and motherless.

Carries Out Purpose.

When the first Community Fund campaign was successfully ended, and before the time for the second campaign, the Council of Social Agencies had carried out its purpose of establishing a home for negro children. A site had been secured at Douglas Park and two buildings constructed. In recognition of the work old "Swayback" had done, and because he had joined in the plan to establish the home and had contributed what funds he had already collected for that purpose, directors in charge of the project named it the Charles Wilson Children's Home.

The home keeps alive the memory of old Charley's concern for the dependent children of his race, and gives to them the sort of care they should have.

The Charles Wilson Children's Home gives shelter to orphaned and otherwise dependent negro children. It serves as a receiving home for many of them where they are given temporary care till they can be placed in boarding homes, with relatives, or when they are adopted.

Joe is a little boy, seven years old, who wouldn't have had much of a chance in life if it hadn't been for the Charles Wilson Children's Home.

He and his two sisters and his little brother were turned over to the home by the juvenile court after an investigation of the family had led to the decision that the mother was not a fit guardian for her children.

Joe and his mother and the other three children lived in one little dark room, where his mother did the cooking and washing, and where the whole family ate and slept. Joe didn't like it much and ran away several times but was brought back. Instead of sending him to school she hired him out to a blind man, who paid the child $2 a week for guiding him through the streets. Joe was quick to learn the lessons of the street. He would beat the tambourine for his blind employer, then pass it around for nickles and dimes and an occasional quarter. After awhile he began to take some of the money for himself. One day the blind man found out what Joe was doing and gave him a severe beating.

There were folks who knew about it and reported it to the Juvenile court. As a result Joe became a ward of the court and was turned over to the Charles Wilson Children's Home. So were his sisters and his brother.

Children Placed.

All of the children have been placed. The two girls and the little boy are with relatives.

During the past year the Charles Wilson Children's Home has provided home, shelter and care for 33 dependent colored children. It has placed 158 children in free boarding homes, or with relatives.

The home is a Community Fund agency and a budget of $8,865 is asked for the coming year. Martha Franklin is the caseworker in charge of the placement work. Henry Daniels is chairman of the board. Lucy Dandridge is matron.

Alabama

Education-1930
Reformatories.

65,000 Farm Crop At Reform School

Advertiser

11-7-30

The value of farm and garden products grown at the Alabama Reform School for Negro Boys at Mt. Meigs, was estimated at $65,000 for the year by J. R. Wingfield, superintendent, at the annual meeting of the board of trustees of the school yesterday.

Montgomery, Ala.

The superintendent recommended that bushels of corn, 1,200 bushels of sweet potatoes, 500 bushels of cowpeas, 30 tons of silage, 30 tons of hay, two carloads of pumpkins, 200 gallons of jam and fruits in cans and 300 gallons of syrup were among the products grown Hogs sufficient to provide 6,000 pound of meat and plenty of beef cattle fo home use are included in the report.

The number of inmates enrolled is 33 and 105 were received during the yea nine were paroled and 16 escaped. Fou of the inmates were committed for th second time and one for the third time.

The superitnendent recommended tha an additional tract of land be purchase and that a new building be erected fo he superintendent, whose present quarters would be turned over for the women eacher's home. The women teachers ome was burned on Oct. 31

Florida

Education - 1930

Reformatories.

Jacksonville, Fla. Times-Union
Sunday, December 7, 1930

Detention Home for Negroes to Be Opened Here on Wednesday

The new Negro Detention Home, erected at 1245 Jessie Streeet, will be formally opened December 10, it was announced yesterday by J. C. Lanier, chief county probation officer and clerk of the Juvenile Court.

The new home is located on the old County Hospital property and much of the material from the old structure was used in construction of the new units. The total cost of the project, which includes all of the labor and materials together with equipment for the completed home, was less than $7,500, it was announced.

The plant will accommodate 60 negro children, 30 girls and 30 boys. There are two dormitories with study and recreations halls, an administration building which houses the kitchen and dining room, administrative offices, the matron's quarters and operating equipment. A garage chicken house, washroom and detention building also were erected on the premises.

County labor, under direction of J. C. Pritchard, was used in building the home.

Jessie Tyson, registered nurse, has been selected to serve as matron at the institution. The institution was built at the suggestion of the Duval Board of County Commissioners and will be used to quarter delinquent and dependent negro children who become wards of the Juvenile Court.

Education-1930

Reformatories.

Maryland

CHELTENHAM

Cheltenham, the misanmed State 'Reformatory For Boys" is a dishonor and disgrace to the State of Maryland.

Herald Commonwealth

It has just received the usual condemnatory recommendations of the retiring Grand Jury of Baltimore which occurs as regularly as Grand Juries in the city are appointed and retire.

5-17-30

The retiring Grand Jury after reciting the deplorable condition existing at Cheltenham recommends, as every Grand Jury during the past years has recommended that a Reformatory be established for colored boys by the State and be operated under State control.

Baltimore, Md.

In refutation of the Grand Jury's arraignment of his institution, Mr. Pyles publishes in the daily papers an intelligence test report from a survey he had made of the inmates of the institution showing that the boys are all idiots or morons.

His defense to the charge of educational neglect of the boys is that they are mental incompetents and therefore unimpressionable and unable to receive new ideas and to imbibe such learning as is included in the elementary grades of our schools.

In making out a technical case against his unfortnuate charges, criminally neglected by him so far as any effort to inspire and train them for useful citizens goes, he makes out a case against himself and the management of the institution.

If the inmates of Cheltenham are imbeciles and morons the treatment received and life undergone there have made them so.

We have contended for several years in these columns that Cheltenham under its present management was developing criminals instead of reforming wayward boys and that they would return to society with hatred in their hearts for its laws and cruel penalties

What can be expected but mental decline or decay and moral obliteration in boys of tender age who are kept in prison with no outlook on life but brutal guards who are used also as brutal "teachers," who are not permitted to speak a word or smile at meal time who are underfed, untaught, beaten at will and never experience the pleasure of a kind word from the day of entrance?

We do not contest the Superintendent's claim that the boys are morons and imbeciles.

If true the State of Maryland is responsible and the blame will lie heavily on the State until it establishes a Reformatory for the unfortunate colored boys of the State and place it under humane and enlightened management.

MAYOR BROENING INDORSED FOR GOVERNOR

On Thursday evening the 8th of May a body of well known colored citizens assembled at Gallilean Fisherman Hall on Biddle Street and after some speech making passed resolutions indorsing Mayor William F. Broening for Governor of Maryland and urging him to anounce his candidacy for that office.

Several bodies of white citizens had previously indorsed the Mayor and demanded that he throw his hat into he ring.

But this act on he part of the colored citizens, men and women who were a part of the movement, is the first instance in the history of Maryland when colored citizens have met together and deliberately announced their choice for the high office of Chief Magistrate of the State in advance of party selection. And the call to the Mayor was not confined to the citizens of Baltimore but was indorsed by leading colored citizens of every county in the State.

The colored men and women who have declared through the committee which waited on him that William F Broening is their choice for Governor have performed a splendid service to the Republican party and to themselves. They have given expression to the trend of political thought which pervades the minds of the majority of the men and women, white and colored who compose the Republican party in Maryland and who will vote the ticket in November.

Mayor Broening's broad humanity, his sympathy for the common people and his never ceasing efforts to help the man who works with his hands his keeping ever before him the best interests of all the people whom he serves has won for him the friendship of the masses and makes him the best vote getter within the Republican party.

The splendid business administration he has given the City of Baltimore guarantees that in his hands the affairs of the State will be administered with wisdom, economy, efficiency, honesty and for the best interests of all the citizens of the State.

GIRLS EAT WITH THEIR HANDS AT MD. REFORMATORY

East Tennessee News

3-27-30

Abnormal Sex Life Is Taught Newcomers!

Knoxville, Tenn.

BALTIMORE, Md.—A picture resembling the notorious "hell hole of Shanghai" was painted by Judge J. S. Waxter of the Juvenile court, in describing conditions at the girls' reformatory school at Melvale, in a talk to the Interdenominational Ministerial Alliance of white and colored ministers at the Central Y. M. C. A.

Speaking on "Delinquent Youth and the Church," the judge declared that conditions at this school were the worst of any such place in the entire country.

There are about 100 girls there, according to Judge Waxter, and 65 per cent of them have some form of social disease. Most of these cases, he says were contracted in the institution, statements by the girls showed.

Sex Abnormality

In nearly every case the girls indulge in homosexual practices, he said. Each girl who comes to the institution is initiated into the practice by older inmates.

He found in one extreme case one of the girls had been cut by another with a razor as a result of homosexual practice. Another who was burned, said she enjoyed it as a sex experience.

Eat With Hands

At one visit made by Judge Waxter he found them eating their meal of liver and gravy with their hands. This is the practice there, he was told. There is no school and the one teacher there admitted that she had no books with which to teach so that only six or seven girls get any schooling at all.

None of the girls has sufficient clothing nor enough and proper bed clothing.

The condition of the toilets was almost indescribable, said the jurist and at one visit that he made, only one was in proper working condition. There were rat holes and tremendous filth, he said.

Should Fight

Judge Waxter declared earnestly that a fight should be made against these conditions.

In describing conditions at Cheltenham, Judge Waxter declared that they used to be abominable there, but were now slightly improved. Even there, he said, they do nothing constructive for the inmates.

Untrained Staff

There are only two people on the staff at Cheltenham who have sufficient training to be there, he said, and there is no vocational training nor proper recreation.

Judge Waxter attributed most of the bad moral condition at these institutions to lack of proper recreation. Girls at Melvale all work in a factory during the day and after eating their evening meal go to their dormitory and to bed. There, in the absence of proper recreational outlet, they degenerate into sordid practices to amuse themselves.

Matron Admits Charges

In a statement Tuesday, Mrs. Sarah Medinger, now in charge of the Reform School for Colored Girls at Melvale, admitted that Judge Waxter's statement was about right when she went there last January.

"The girls," she said, "have no knives and forks because they are considered a menace. They have plenty of food and use spoons. The clothing is better now than it was when I came here. The building, which is an old one and inadequate, is kept as clean as possible. Lack of funds is the chief obstacle.

Additional lavatories have been placed but homesexual practices still continue. While the school facilities have improved some, there are still lacking books. Recreation is not sufficient. We have a victrola and piano and the girls can sing and dance. They have no ambition to study and must be driven to take part in what educational opportunities we have to offer. Chapel services are held each week.

New York.

Education-1930
Reformatories.

AN AGE REPRESENTATIVE SPENDS DAY AT BEDFORD REFORMATORY, INVESTIGATING CONDITIONS THERE AS TO THE INMATES

Work Monroe N Comp

Age
8-30-30
New York, N.Y.

Institution Has Appearance of Modern College; Supt. Palmer Receives Investigator With Cordial Hospitality and Permits Full and Complete Investigation

EDITOR'S NOTE

When a local daily tabloid recently carried what they called a sensational expose of actual conditions in the New York State Reformatory for Women in Bedford Hills, N. Y., a great deal of prominence was given to what the newspaper called the unfair treatment of the colored inmates. In keeping with its policy to present to its readers the truth at all times, The New York Age made arrangements to have two of its reporters spend a day at the prison to investigate conditions and to report their impressions.

They spent more than seven hours at Bedford, interviewing the officers and the girls, and made the following report:

By Ludlow W. Werner

I had had the opportunity about two years ago of making a tour of inspection and, incidentally, an investigation of conditions at the Workhouse for Women on Welfare Island, and at the time considered it a typical specimen of all prisons. It was with great surprise, then, when I arrived at Bedford Reformatory with another of my associates.

From the state road which passed the Institution, the Reformatory looks just like a modern college. Arriving at the Administration Building in the early afternoon we were ushered to the private office of Dr. Leo J. Palmer, superintendent. After a short interview, during which he gave us much valuable information, he left explaining that he had to coach the girls' baseball team for their game that afternoon, and turned us over to the second assistant superintendent. Miss Engle, who showed us around the campus.

34 Buildings on Campus

On the campus are 34 buildings, of which 15 are used for housing the 365 inmates. Of the total number of inmates, 84 are colored. There There is a strict separation of the colored and white inmates. They are not housed together, nor do they work together. When asked the reason for this separation, Dr. Palmer explained that in all institutions of its kind, this separation was deemed best to minimize the possibility of sexual degeneracy. The colored girls are housed in three buildings in every respect similar to those used by the white girls.

Our first stop was in Gibbons—one of the cottages for the colored girls. The building has all the latest improvements. Each girl has a separate room the size of which I would judge to be approximately 7 x 10. The beds have comfortable mattresses, pillows and nice linen. A chair, washstand and another piece of furniture complete the furnishings of the room. Each room has a window. The floors are hardwood and are highly polished.

In Gibbons, and it was typical of each cottage, there is a large recreation hall in which there are a piano, radio loudspeaker controlled from the main building, tables, benches and comfortable chairs. In the kitchen there is a large electric refrigerator of a well known make. Each cottage does its own cooking and each has a large dining hall.

The next two buildings were occupied by colored girls also. They were as neatly furnished as Gibbons. We then inspected the old prison which was the original building when the institution was first built. The first floor is now used as a cannery, the second for storage, and the third floor as a mattress factory. The old cells were shown. Arranged in what is known as a cell block the cells were typical of old penal institutions. They were dark, dreary and poorly ventilated, and it is little wonder that inmates became unruly and had to be severely disciplined. To prevent escape each of the cells was locked by a large steel door, and outside this door was a large wooden door with a locking arrangement not unlike those used on ice boxes.

Where Clothes are Stored

The next building we visited was the old "D.B." building, so-called because in former times it was sed as the disciplinary building. It is now used for storing the inmates' clothes. When the girls are brought to Bedford their clothes are taken from them and they are given the institution smocks—each cottage has a different color smock. Her clothes are then stored in garment bags until her release. And when she leaves Bedford, besides her old clothes, the girl is given a tweed coat, one or two dresses, two afternoon smocks, new shoes, new stockings and set of underwear, in fact a complete outfit.

The recreation building was visited next. It stands at the head of a large athletic field. The first room we inspected was the library. Here there is a rather surprising number of good books. As in a regular public library, the books are classified according to subjects and authors. A large bulletin board has on it the names of the various cottages, and shows which cottage ranks first in the number of readers the number of books read during the month, and the name of each girl reading the most books in her cottage. The books are delivered to each cottage by the cottage librarian, who in turn gives them to the girl.

On the same floor as the library is the commercial classroom, where those who wish are taught the fundamentals of business. A course in typing is included, and some of the girls have been so proficient that they have been awarded certificates by the Underwood and L. C. Smith Typewriter Companies.

Girls Learn Dressmaking

On the second floor is the dressmaking class where girls are taught how to sew and make dresses. The dressmaking teacher had several of the girls exhibit their handiwork and explained that only the latest styles are used. The girls in this class make all the smocks and clothes which the immates wear. One of the girls, she explained, who had learned her dressmaking here, upon her discharge had been given a position as a fitter in large and fashionable New York department store. When the girls become skilled enough they are sent to the garment factory. Here there are 25 motor driven single needle sewing machines and five special machines. The matron in charge told us than in the past two weeks over 1,500 dresses and overalls had been made, crated and shipped to other penal institutions by a class of 25 girls working not more than eight hours each day. In the basement of the recreation building is a large gymnasium. it has all the latest in gymnasium apparatus and two large loudspeakers supply music.

After visiting some of the cottages occupied by white inmates, we returend to the administration building where Miss Langley, first assistant superintendent, conducted us on an inspection. Aside from the large executive offices there are the staff dining rooms, the lounge, a large theatre and a radio control room.

The theatre is the brainchild of Dr. Palmer, and is beatifully constructed and decorated. It has a large stage with all kinds of drops and curtains. A baby grand piano and two radio loudspeakers provide music. The decorations and the lighting fixtures were made by the inmates. In the rear of the theatre is a small balcony with a large projection booth for the motion machine. Another machine is soon to be installed, making it possible for "talkies" to be shown.

Farm Feeds the Inmates

After completing the inspection, we were ushered back to Dr. Palmer's office where we were again joined by Dr. Palmer. He took us in his car to show us the outlying buildings. In a few minutes we came to a group of three buildings where the feeble minded inmates are housed. Another few minutes and we came to the farm where there are cows, pigs, chickens and horses. We were told that all of the milk used in the institution comes from this farm, and that all vegetables used are grown on the farm. The fruits and vegetables which are not used are canned by the girls for future consumption.

Following a short visit at Dr. Palmer's house, we returned to the administration building where we were seated with the superintendent in the dining room and served a delicious dinner. Other guests besides ourselves were the Katonah Rotary Club and their wives who had come to see the baseball game and the minstrel show.

At the athletic field we saw five innings of baseball played by the white inmates of Codwin and Huntington cottages. A touch of the college spirit was injected by the girls. They had big pennants and cheer leaders lead them in cheers and songs. After the game we went to the theatre where twenty of the colored girls presented a minstrel show.

Before the entertainment started, Dr. Palmer spoke over the microphone in his office and this was carried to the theatre. After his talk, he introduced several of the colored girls who entertained over the air by singing and playing the ukelelee. The preliminary entertainment over, the show started.

Girls Make Hit on Stage

The skit entitled "Moonlight Cabaret," was very cleverly presented and many of the girls had to repeat their bits two or three times. The interlocutor was very clever, and she saw that there wasn't a dull moment in the program. After the Rotary Club left, we were introduced to the girls and talked with them.

Leaving the theatre, we again went to the superintendent's office where Dr. Palmer and Miss Langley answered our questions. We were told that only girls and women between the ages of 16 and 30 are committed to Bedford, and then only if they had been given indeterminate sentences—from 12 months to 3 years.

Of all commitments, Dr. Palmer said, 50 per cent were for prostitution; 40 per cent for grand larceny, and the remainder for felonies. Of the total number of 365 inmates, 9 or ten were sent for manslaughter. The average age of all inmates was 23 years, while the average mental age was 12.6 years. Nearly 80 per cent of the girls had been arrested two or more times, and 97 per cent had been in the hands of all types of social and welfare agencies before being sent to Bedford. The average stay for each girl is 13 months, after which she is placed on parole until the remainder of her sentence is finished.

During a girl's stay at the institution, she is visited at least twice a month or more by full time welfare and social workers sent by the Associated Catholic Charities, the Brooklyn Catholic Charities, the Church Mission of Help, the Episcopal City Mission Society, and the Jewish Board of Guardians. These workers visit each girl individually, and during the usual parole period of 24 months the girls are under their guidance.

Eight Hours of Work

To take care of the physical outlet, each girl is required to work eight hours each day. The emotional need is provided by supervised recreation, the officials feeling that supervised play will develop the esthetic in each girl. And they feel that if the girls have a pleasant stay while in Bedford, the efforts will hold over in the outside.

As most girls have already passed the plastic age when committed, the procedure during their stay is to try to get them in regular habits, rather than moulding the habits they have already formed. The only special trade setup aforded is by the 30 or more power sewing machines, as statistics show that during the past four years, only two girls have worked at the trade they had learned while in Bedford.

That the training at Bedford is effective is attested to by the fact that 51 per cent of all girls discharged were successful in becoming good and useful citizens upon their discharge.

A short talk with some of the girls mentioned in the daily tabloid's expose, convinced us that the story was without foundation. The girls seemed contented and, as has been said before, the whole atmosphere about the institution was more like that of a women's college rather than that of a penal institution.

Our investigation proved to our ntire satisfaction that the colored girls receive the same treatment as he white girls, and that no issue of unfair treatment or racial bias could be raised.

Education – 1930
Scholarship and Other Distinctions.

D.C. HIGH GRADS MAKE ENVIABLE RECORDS

Afro-American

Armstrong and Dunbar Students Stand High in College Ratings.

6-28-30

SEVERAL CASES CITED

Baltimore, Md.

Many Make "Cum Laude," and Phi Beta Kappa.

(Washington Bureau of the AFRO)

WASHINGTON.—That the graduates of the Armstrong and Dunbar High Schools are making enviable records in the various schools where they are in attendance is attested by records in the office of the first assistant superintendent of schools, Garnet C. Wilkinson.

Outstanding among the former Dunbar students are:

Miss Enid Cook, '25, who is a sophomore at Bryn Mawr, made a rating of "cum laude." This will entitle Miss Cook to a scholarship during her junior year.

Randall Ridgley Evans, '27 is one of the upper 10 per cent of his class at the University of Illinois.

Phi Beta Kappa

Howard Fitzhugh, senior at Harvard College was elected a member of the Phi Beta Kappa Society at the end of his junior year. Fitzhugh was also placed upon an honor roll known as the "Dean's List," in his junior year.

Edward Lawson, '29, student at Rutgers College, was the only student to receive the rating of "A" in English during the past year. He also received one of two medals awarded freshmen for military proficiency.

Rupert Lloyd, '26, senior at Williams College, made the highest rating in his class of 200 students for the first semester of the current school year.

Wilder Montgomery, junior at Dartmouth College, received five "A's" and one "B" as his rating for the present term.

Charles Thomas, '29, has been admitted to the Honorary English Club of Oberlin College. His rating for the current year, 83.5. He ranks forty-seventh in a class of 306.

Charles Weis, '28, sophomore at the University of Chicago, has maintained a record of approximately 50 per cent "A's" and 50 per cent "B's." His record entitles him to a scholarship for his junior year.

Make Good at Howard

For three years in succession Dunbar graduates have made an average of 90, and have been the ranking students of the freshmen class at Howard University. This distinction yearly has been as follows: 1926-27, Miss Norma Parks and Carrol Miller; 1927-28, Miss Cecie Johnson; 1928-29, Miss Mary E. Burke and George Jackson.

Miss Artenia Gibson, Dunbar '28, maintained an average of 90 at Howard University during the first two quarters of 1928-29.

Dunbar Phi Beta Kappas

The following named graduates of Dunbar have been elected to the Phi Beta Kappa Society during the past few years: Joseph Jenkins, Hamilton College; Richard McDaniel, who also won a membership in the Mathematics Club of Rutgers College; David Utz, who also won both Bertram prizes of $50 each for excellency in Latin during his junior year at Amherst.

Seven of the twelve students who obtained an all average of "A" at Howard University for the autumn quarter, were Dunbar graduates: Miss Mary Burke, '28, has maintained an all "A" record for five quarters. The other six graduates are: Misses Rosetta Berry, Pauline Gaskins, Cecie Jenkins, Vivian Jenkins, Mary L. Taylor, and George Jackson.

Rupert Lloyd, '26, Williams College, has won a scholarship to Harvard University for post graduate work.

Armstrong Achievements

Outstanding among the graduates of the Armstrong High School are: Alrutheus Ambrose Taylor, '10, M.A. of Howard, is now acting dean of Fisk University.

William Wright, '20, Rosenwald Fellow '29-'30, received the degree of M.S. form Howard in June.

Elijah Barber, '21, M.D. from Howard in June, has been appointed interne at Freedmen's Hospital as the result of a competitive examination.

Elizabeth Jenkins, February class of '30, and Donald Roberts were winners of second prizes in the District in the National Essay Contest conducted by the American Chem Society.

Gammon Professor Honored by Garrett

Constitution

7-1-30

EVANSTON, Ill., June 30—(Special.)—Dr. W. Y. Bell, head of the department of New Testament in Gammon Theological seminary, Atlanta, Ga., has just received the honorary degree of Doctor of Divinity from Garrett Biblical institute, famous theological school, located here. This is the first time in the history of the institution that a member of his race has been so honored. Dr. Bell is a minister of the C. M. E. church and a graduate of Lane college, Jackson, Tenn., Garrett Institute, Northwestern University and Yale University. He formerly was pastor of the Williams' Institutional C. M. E. church of New York city.

Atlanta, Ga.

DOCTOR OF PHILOSOPHY

DEAN RUFUS CLEMENT

Courier W

7-5-30

Pittsburgh, Pa.

Of Livingstone College, upon whom Northwestern University conferred the degree of doctor of philosophy at the spring convocation. His field was history and the title of his dissertation, "A History of Negro Education in North Carolina From 1865 to 1926." Dean Clement spent the years 1928-29 in residence at Northwestern and while there made a straight grade of "A" in all subjects. Dean Clement is the oldest son of Bishop G. C. Clement of the A. M. E. Zion Church. He graduated from Livingstone in 1919 and the following year matriculated at Northwestern. In 1922 the degrees of master of arts and bachelor of divinity were conferred on him by the university and Garrett Biblical Institute. Since that time, Dr. Clement has been head of the department of history of Livingstone College. In 1925, with the advent of a new administration, he was made dean of the college of liberal arts and science, which position he holds to date.

In 1919, Dr. Clement married Miss Pearl Johnson. There is one child, Alice.

Heads Class

News

Maude Gumbs.

7-2-30

New York, N.Y.

A HARLEM STUDENT—Miss Maude Gumbs, 5 East 118th street, finished with highest honors from the Textile High School, 60 West 18th street. Sixty-one students were graduated at the exercises held Thursday at the school.

Miss Gumbs was one of the five students elected to Arista, the city high school fraternity.

In addition to valedictory honors, Miss Gumbs received the gold scholarship medal, the $15 gold prize for the greatest effort made by any student, which is awarded by James Hearn of Hearn's department store, a loyal service pin, and the Textile service squad button. Miss Gumbs was an honor student maintaining an average of 90 per cent throughout the year. She was vice-president of her class and secretary of the physical training class.

With the academic work Miss Gumbs took a commercial course. She intends to enter Hunter College in September. She is the daughter of Mrs. Virginia Gumbs.

There were three other Negro graduates, Misses Ivy Dudley, Marie Butler and Willie May Francis.

Honor Student

Whip

7-5-30

Photo by Woodard

Little Miss Claudia Hudley, daughter of Mr. and Mrs. George Hudley of 244 N. Washtenaw avenue, on the West Side, graduated from the John Marshall high school in the June class with the highest class averages. Miss Hudley has been an honor student throughout her high school career.

Chicago, Ill.

Two Colored Pianists Win Scholarship with Percy Garinger

Washington Tribune

7-4-30

Washington, D.C.

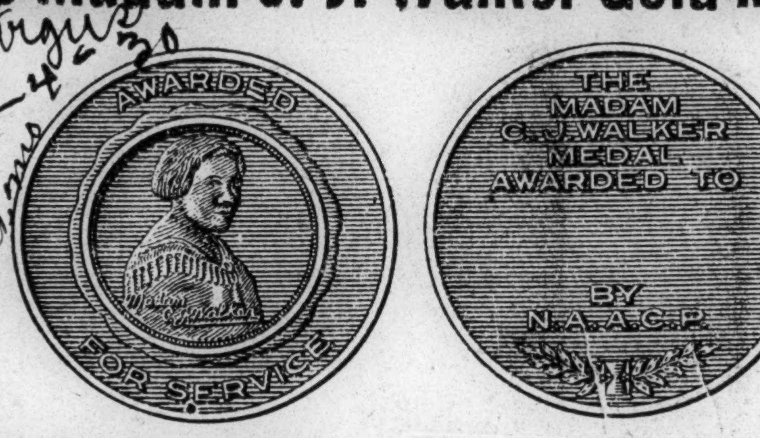
CHICAGO. (ANP)—The privilege of a special Chicago Musical College scholarship with Percy Grainger, internationally famous concert pianist and teacher, was the coveted distinction won by two young colored women last week when Miss Hazel Harrison of Chicago and Mrs. James C. Williamson, of Cheyney Institute, Pa., won in a class of thirty contestants.

Tribune

Miss Harrison, who has studied in Europe for a number of years is recognized as one of the foremost concert pianists of the colored group. Mrs. Williamson, who will take the "How to Study Classes" course of the master school is a former teacher of Tuskegee Institute, who is now located at Cheyney Institute, where her husband is one of the instructors. This is her second scholarship. Last year she won the Boguslawski schoarship at the same school.

The Madam C. J. Walker Gold Medal

Argus
7-4-30
St. Louis, Mo



BY WILLIAM PICKENS
For The Associated Negro Press.

On Monday, June 30,1930, in the Municipal Auditorium at Springfield Massachusetts, there was presented to the Hon. T. Gillis Nutter, of Charleston, West Virginia, the Sixth Madam C. J. Walker Gold Medal. This annual gold medal award has become an institution among the people of America. It is given for the highest achievement in the interest of the Negro race through the work of the National Association for the Advancement of Colored People and during the year for which the award is made. Any member of the N. A. A. C. P. is eligible to receive the award, except the officers and employes of the Association. The award was made to Mr. Nutter for the year 1929, during which time he lead to victory in the fight in West Virginia against excursion and segregation of colored people in the public libraries of that state, and against the validity of covenants and reservations in deeds to exclude the right of colored people to occupy and use any land of West Virginia. These are both signal victories and will influence decisions in other states, and should influence the minds of the Supreme Court of the United States.

The judges in these awards are three executives of the N. A. A. C. P. and the two chief executives of the Madam C. J. Walker Manufacturing Company of Indianapolis. Those representing the Company are Mme. A'Lelia, President, and Mr. Frank B. Ransom, General Manager.

Those who had previously received the award: For 1924, Mrs. Carrie Still of Little Rock, Arkansas: for 1925, Mr. Moses L. Walker of Detroit, Mich: for 1926 Mrs. J. M. Scott of Los Angeles, California; for 1927, Mr. Neval H. Thomas of Washington, D. C.; for 1928, Mrs. Memphis T. Garrison of Gary, West Virginia. Mrs. Still and Prof. Thomas are now deceased.

In the past years the Walker Company has also given scholarships to junior members of the Association to stimulate their activity in the interest of the development of their race. These awards and the various trips abroad which the Company has given to leaders of the church and other lines of life, have definitely placed at least one great Negro business enterprise squarely behind the advancement of the Negro race, in religious, educational, and social development. Big human uplift is the sole justification of big business.

This beautiful gold medal is of large intrinsic value. Besides, it is not only an honor to the individual recipient but is also a stimulant to group effort and a fine memorial to Madam C. J. Walker, whose life climbed the whole ladder of achievement from bottom to top, and who is, therefore, one of the most successful women of her age. It is worth remembering that Mme. Walker made the largest individual gift toward the fight on lynching, in the sum of $5,000. This helped to stimulate the interest which a few years later induced the colored women of America, under the leadership of Mary B. Talbert, to raise the largest group donation to the fight on lynching, in the sum of approximately $15,000. And even in her last will and testament, Mme. Walker remembered the age-long fight which her race will have to wage for its rights here in the United States. One side of the medal bears her likness.

The line of Mme. C. J. Walker Medalists will stand before posterity as representatives of the volunteer officers in the social war for real emancipation.

HARRIET PICKENS GIVEN CUM LAUDE AT SMITH COLLEGE

Informer
7-5-30
Houston Texas

New York City.—(ANP)—In "general academic honors" Harriet Ida Pickens was graduated cum laude at Smith College, Monday. She had already received the very highest athletic honor, the "Blazer" uniform, and the highest honor for "college citizenship" and general good standing, the "S-Pin," being the first girl of her race to receive the last named honor.

It was noted that louder applause greeted her receiving of the diploma than was accorded any other individual of her group.

After the exercises, Southerners from Virginia and Georgia came forward to congratulate Miss Pickens. The man from Virginia said: "We are proud to have a daughter in this class. I am from Virginia."

To see the girls bidding Miss Pickens good-bye in all the girlish manners, osculatory and otherwise, suggested the fact that young people have no prejudices until they learn from older people.

Pickens Suggested for Faculty of University of California

Washington Tribune
7-11-30
Washington D.C.

NEW YORK.—(ANP). The Secretary of the Interracial Commission of San Diego informs that the Interracial Commission is suggesting the name of William Pickens for membership on the faculty of the University of California, to hold lectures and seminars on "Race Relations", if Mr. Pickens can stay on the Coast for at least one school semester, on his next visit. It is said that this would be the first time that an American Negro had served on the faculty of the State University, if the arrangement should be effected.

WALKER MEDAL IS AWARDED TO T. G. NUTTER

Washington World
7-4-30
Washington, D.C

Springfield, Mass. (A. N. P.)—On Monday, in the Municipal Auditorium at Springfield, Mass., there was presented to the Hon. T. Gillis Nutter of Charleston, W. Va., the sixth Madam C. J. Walker Gold Medal.

This annual gold medal is given for the highest achievement in the interest of the advancement of the Negro race through the work of the National Association for the Advancement of Colored People and during the year for which the award is made.

Those who had previously received the award were: For 1924, Mrs. Carrie Still of Little Rock, Ark.; for 1925, Mr. Moses L. Walker, of Detroit, Mich.; for 1926, Mrs. J. M. Scott of Los Angeles, Calif.; for 1927, Mr. Neval H. Thomas of Washington, D. C.; for 1928, Mrs. Memphis T. Garrison of Gary, W. Va. Mrs. Still and Prof. Thomas are now deceased.

WINS DEGREE

Courier
7-11-30
Pittsburgh

THOMAS TAYLOR MATTHEWS

It has been made to appear ill-mannered, even sacrilegious, for a Negro to strive for intellectual dominance and cultural equality. Many frown upon what they claim to be the insolent, untutored ambition of an insolent, untutored people. But Thomas T. Matthews has achieved that superb sacrilege, that noble insolence, for he has been awarded the P. A. Mandabach memorial prize, a life membership in the National Association of Drug Clerks, which includes dues paid for life, subscription to the official publication for life, and membership card. And, besides this, which is an award given only for exceptional scholarship in pharmacy, Mr. Matthews received the degree of pharmaceutical chemist. His life reads like fiction. Born humbly in the little town of Kernersville, N. C., Mr. Matthews, then little "Tom," soon felt that each man has a destiny not precreated for him, but made and molded by the man himself with the aid of a beneficent God. Thus equipped, he set out to hew his own life on the granite cliff of human experience, without aid other than unfailing good humor, sound parentage, an excellent brain and that kind of courage which is at once safely conservative and gloriously rash. He finished the Agricultural and Technical College, Greensboro, N. C. Now he has graduated from the school of pharmacy, College of the City of Detroit, and wtih the double distinction of being the only Negro in a class of 15 and the high average graduate of that class.

INDIANAPOLIS BOY WINS $1,000 SCHOLARSHIP

Call
7-18-30
Kansas City, Mo

LOUISVILLE, Ky.—(ANP)—Bernard White, a student of Attucks high school, Indianapolis, Indiana, won the Regional Scholarship contest of the Elks here Friday. The contest was very close and even after the judges had rendered their decisions many of the visitors differed with the judges. The contestants were greeted with repeated applauses. Prof. Chas. E. Roche of Evansville, Indiana, was master of ceremony. Miss Eloise Wiggins of Stephenville, Ohio, won the second honor.

Education - 1930

Scholarship and Other Distinctions.

Local Grade School Pupil Graduates Win Honors

Amsterdam News
7-2-30
New York N.Y.

Though there were not many high school graduates this year, the grade school pupils so distinguished themselves as to partially compensate for the loss suffered.

The only student of the high school group to win honors is Augusta V. Jackson, of 884 Greene avenue, graduate of Girls High School. She took the Latin prize, the Almeda J. Spragne award for good citizenship and the Edward Bossom award for co-operation in government. Miss Jackson, who also wrote the class song, was elected to the Arista, a high school honor society.

In the grade schools Martha Alexander, 585 Herkimer street, won the scholarship medal in graduating from P. S. 35., was elected secretary of her class, vice-president of the general school organization, president of the "Four 1 League," an honor society of the school, and a member of the editorial staff of the school paper.

The high school graduates of this borough are: Alfred C. Deane, William Hilton, Garrett Talbert, Phillip E. Thorne, Boys' High; James Adams, Ernestine King, Elderine Layne, Anna Taylor, Dorothy Viney, Lane High; Edith M. Ethridge, Mervin Brissett, Charles M. Hinds, Granville Warner, Arthur C. Williams, Ellis Trotman, Harold O. Bosden, Manual High; Elsie Sweeney, Lucille Cromer, Dorothy Jones, Frances Scott, Augusta V. Jackson, Doris Ming, Blanche Coutrier, Julia Simpson, Alice Thompson, Girls' High.

Also James T. Dorsey, Alexander Hamilton High; Arline Gresham, Erasmus Hall High; Myrtle L. Accoe, Bushwick High; James Clarke, John Johnson, Jamaica Evening High; Lewis S. Flagg, 3d, George Thomas, Murray Gordon, St. Clair McKelway, Junior High.

Lawrence Gumbs, scholarship medal; Arthur Hall, scholarship medal; Walter Lawrence, Walter Gaines, Harold Hart, Zenopha Hudson, shopwork medal; Benjamin Judd, John Jones, Merle Latimer, Everett Scott, Thelma Burns, Alzetta Duncan, Marie Ellis, literary editor, drawing medal; William Nixon, Richard Zeno, Edward Singleton, Randall Smith, Charles Tinsley, Thelma Hasbruck, Edith Moss, Rebecca Bryant, Vashti Greene, Jean Wise, Lillian Parker, P. S. 83.

Una Squires, American Legion medal; Clara Williams sewing medal; Leonard Bates, Beverly Taylor, Clifton Travis, Harvey Williams, Helen Browne, Corinne Ford, Hazel Hunter, Helen Roachford, Jessie Smith, P. S. 93.

Herman DuBois, class vice-president, winner of character improvement prize, honor graduate; James Sanders, treasurer of class; Dorothy Payne, honor; Dorothy Dunn, honor, second prize for oral composition; Irene Jeffers, honor; Emerald Holder, honor; Alma Howard, honor; Clarence Wood, honor; Audrey Hall, honor; Milton Holder, first spelling prize; Thelma Dowleyne, second spelling prize; Vincent Lynch, shop medal; Thelma Gordon, class prize in sewing; Euthenia Boyce, girls' prize in geography; Edward Anderson, Dorothy Byrne, Edna Barksdale, Charles Bristow, Doris Bly, Mary Carr, Ruth Chaffin, Violet Clarke, Florence Cordova, Annette Dodson, Hattie Downer, Glossie Fields, Doris Flourney, George Garnes, Anita Grant, Mildred Hutchins, Martha Herren, Alma Howard, Sylvia Harrison, Blanche Jordan, Edna Jemmott, Raymond Johnson, Percy Jones, William Johns, Irma Mitchell, Kenneth Nurce, Margaret Parris, Hazel Robinson, Irving Randolph, Arthur St. John, Harry Thomas, Thelma Vaciannie, Sarah Wade, Thelma Worrell, Lawrence Wallace, Willeanna Washington, Edward Welch, Clarence Wood, Earl Grant, Allan Ifill, Robert Carter, Oma Eddie, Harry Stevens, Curtis Johnson, P. S. 3.

Alfred Duckett, poetry contributor to school paper; Alfred Logan, art medal; Walter Simon, art medal, staff of school paper; Thomas Henry, Martha Alexander, Rose Johnson, Evelyn Markham, Alma Simpson, Charles Butler, Woodrow Lewis, Albert Pernell, Warren Robinson, Maurice Van Keuren, Ludwig Valburg, Donald Wilson, Grace Bentley, Nettie Coleman, sewing prize; Rosalie Foster, Ellamaire Jordan, Mabel Lewis, Lestine Surgeon, Ruth Taylor, William Schell, William Vaughn, Lillian Brigant, Enid Crawford, Sallie Ellis, Elizabeth Simon, Lena Stanford, Helen Patrick, Lucy Williams, Bessie Wright, Jeanette Wright, Albert Bernell, American Legion medal; Goldie Harris, though not a graduate of this year's class, was awarded a special medal for excellence in scholarship and character. Coming from the West Indies she entered this school in 1928 and since that time she was never late and her class record was never lower than A; P. S. 35.

Emmanuel Alexander, Edward S. Brown, Oliver T. Butler, Owen Callender, Walter Davis, honor; Gabriel Douglas, Robert Jenkins, Joseph Skinner, Richard Smith, Louise Magill, Alena Banks, Sarah Chumley, P. S. 44.

CLEMENT GETS PH.D.

Guardian W

GRADUATE OF LIVINGSTONE AND OF NORTHWESTERN U. RETURNS TO NORTHWESTERN AND GETS DOCTOR'S DEGREE—HAD GRADE A IN ALL SUBJECTS—DEAN OF LIVINGSTONE

6-28-30
Boston Mass

Salisbury, N. C., June 23, 1930—At the regular convocation of Northwestern University on June 16, the University conferred the degree of Doctor of Philosophy on Rufus Early Clement, Dean of Livingstone College of Salisbury, N. C.—His field was history and the title of his dissertation is "A History of Negro Education in North Carolina from 1865 to 1928." Dean Clement spent the year 1928-29 in residence at Northwestern and while there made a straight grade of A in all subjects.

Dean Clement is the oldest son of Bishop G. C. Clement of the A. M. E. Zion church. He graduated from Livingstone in 1919 and the following year matriculated at Northwestern. In 1922 the degrees of Master of Arts and Bachelor of Divinity were conferred on him by the University and Garrett Biblical Institute. Since that time, Dr. Clement has been head of the department of History of Livingstone College. In 1925 with the advent of a new administration, he was made dean of the college of Liberal Arts and Sciences which position he holds to date. In 1919 Dr. Clement married Miss Pearl Johnson. There is one child.—a girl. Alice.

Honor Student

MISS VELMA F. BELL

W
Defender
7-5-30
Chicago Ill

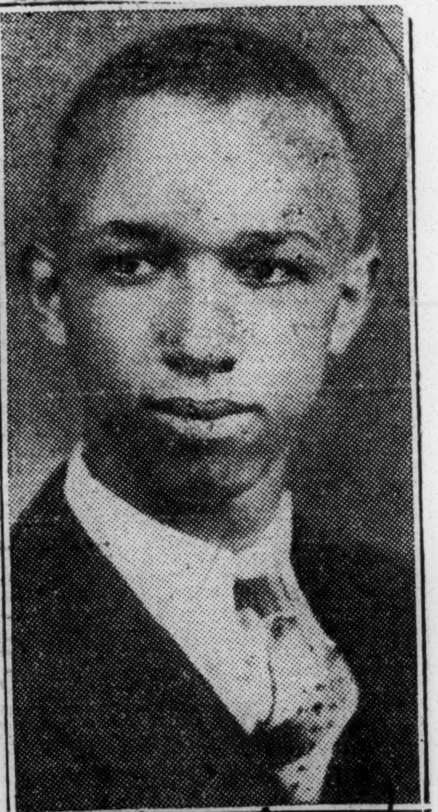
The daughter of Mr. and Mrs. Walter Bell of Beloit, Wis., Miss Velma Ferne Bell will be a member of the faculty of Bennett College for Women at Greensboro, N. C. next fall. Miss Bell received the bachelor of arts degree with Magna Cum Laude at Beloit college at the June graduation exercises. Previous to this she had been elected to Phi Beta Kappa, the highest honor that an American student can secure.

WINS PHI BETA KAPPA KEY

W

Miss WILLIE I. RAINES

Of Louisville, Ky., first colored girl to capture this valuable prize at Indiana University.



Defender W
6-21-30
Chicago

WINS HONOR—Bernard S. Jefferson of Los Angeles, winner of Phi Beta Kappa key at the University of Southern California. First of his Race to be thus honored on the Coast.

Instructor

Edward Lewis Photo.

Amsterdam News
6-25-30
New York N.Y.

NEW YORK UNIVERSITY will have a Harlem youth, Mark E. Parks, 231 West 149th street, as graduate assistant instructor in embryology and comparative anatomy when the fall term begins. Mr. Parks will serve in Washington Square College while he studies for his master's degree in science.

The son of Mr. and Mrs. Edgar N. Parks, the student is a 1925 graduate of George Washington High School, and a cum laude graduate of Lincoln University, 1929. He served as student instructor in organic chemistry at Lincoln and assisted in biology while in high school.

Mr. Parks, who expects to enter the teaching profession, is a member of Alpha Phi Alpha fraternity, Beta Kappa Chi, an honorary scientific society. He is majoring in cytology at New York University.

California Youth Elected To Honored Phi Beta Kappa

Courier

7-5-30

Pittsburgh, Pa

First Time In History of Pacific Coast Negro Was So Honored, Claim

LOS ANGELES, July 3—For the first time in the history of the Pacific coast colleges a Negro was elected to the ancient and honorable fraternity of Phi Beta Kappa. This very high honor was conferred upon Bernard S. Jefferson, youngest son of Mr. and Mrs. N. E. Jefferson, of 2134 West 30th street, Los Angeles. This is the highest honor that a university can confer upon an undergraduate student.

Bernard received this honor in his junior year, ranking among the highest seven in the junior class of approximately 1,200 students.

Young Jefferson started on his successful career while at Manual Arts High School, where he made the Ephebian Honor Society, which is composed of honor students graduating from the various high schools throughout the city. He represented the city of Los Angeles in the oratorical constitutional contest and was declared the city high school champion orator for 1927. While at Manual he debated for the varsity squad, won the Blunt history trophy and graduated with special honors in Latin.

At the University of California at Los Angeles Bernard has won a scholarship for three consecutive years, participated in 15 debates and was appointed as freshman debate coach this year. This appointment came in recognition of his ability and high scholastic standing.

Jefferson is a member of the Kappa Alpha Psi social fraternity and will graduate from the University of California at Los Angeles in June, 1931. He is majoring in political science.

NEW YORK TIMES

JUL 1 - 1930

WEST VIRGINIA NEGRO WINS WALKER MEDAL

National Association, at Bay State Meeting, Denounces 12 Lynchings in Half Year.

SPRINGFIELD, Mass., June 30 (AP).—The Walker medal, presented annually by the National Association for the Advancement of Colored People to the member of ~~the race~~ who ~~has~~ done most in the preceding year for Negroes, was presented today to T. Gillis Nutter of Charleston, W. Va., a former member of the Legislature of that State. The presentation was made by Miss Mary Ovington White, chairman of the board of directors.

Florence Kelley of New York, representing the National Consumers League, and Robert G. Taylor, chairman of the race relation committee of the Society of Friends, urged branches of the association to organize ppolpitically to effect the defeat of Senators who voted for the confirmation of Judge John J. Parker as Supreme Court Justice.

Commenting on the fact that twelve lynchings, or the same number as for the entire twelve months of 1929, had occurred in the six months ending today, the association issued a statement saying:

"There is little if any prospect that the known members of the murderous mobs who dethroned the courts and orderly government in this country and who disgraced us before the civilized world will be prosecuted or punished. State government has again broken down in the face of this form of murderous anarchy, and the conclusion will become inevitable for many law-abiding, decent citizens of both races that it will be necessary for the Federal Government to step in and preserve trial by a jury, a basic constitutional right, for its citizens.

"The sending of a brass band to England by the Governor of Texas will not obscure the fact, known to all the civilized world, that Texas this year leads the roster of infamy with four of these murderous outrages, one of them committed in the presence of members of the Texas Rangers and involving the roasting alive of a human being who was confined in jail awaiting trial."

Port Chester Girl Wins Honors at High School Graduation Exercises

Age

7-12-30

New York. N.Y.

Port Chester, N. Y.—Besides being the only Negro student in the graduation class of the Port Chester High School, Miss Elizabeth Hairston, 17, daughter of Mrs. Duffy Hairston of 426 North Main street, had the honor of being the valedictorian of the class when exercises were held Wednesday evening, June 25, and was awarded the yearly honor medal for the highest scholastic attainments.

Before a crowded audience Miss Hairston delivered a brilliant address commemorating the 100th anniversary of the "Covered Wagon" period as proclaimed by President Hoover.

Taking as her subject, "Pioneer Spirit," Miss Hairston said: "To this pioneer spirit which has inspired the great achievements of history, we owe the expansion of our country. Had it not been for this fearless determination, Daniel Boone would never have set out with his little group of hardy frontiersmen to clear Kentucky and Tennessee for the advance of civilization.

"We owe a debt of appreciation and gratitude to the pioneer of today. This valiant spirit did not vanish with the disappearance of our frontiers. It has come down through the generations to bring enlightenment to a country which it was instrumental in expanding.

"Development of our country is the fruit of the pioneer spirit in all undertakings and innovations. It took courage to revolutionize industry and government and to advance medicine and science. Our country is fundamentally a country of pioneers," Miss Hairston concluded.

Negro Graduates Win High Honors At Englewood High School

Age

7-12-30

New York. N.Y.

Englewood, N. J.—Of the six Negro candidates from the Englewood High School a few weeks ago, four were prize winners.

Helen Roberts, scoring an average of 81, was awarded the first prize of twenty dollars in gold; the second prize of ten dollars in gold was won by William Hampton, with an average of 78.

The first prize of five dollars in gold for the intermediate class was divided between Thelma Branch and

Benjamin Harrison, who made a tie average of 83. There were 146 to graduate in the class of 1930.

Young Hampton will enter Alfred College, New York, at the fall term. The other colored graduates will also continue their education in various colleges.

Alpha Kappa Alpha Wins Honors In Fine Arts At University Of Kansas

Courier

7-12-30

Pittsburgh, Pa

Florence M. Webster Gave Piano Recital In University Auditorium

By PAULINE KYE REED

CHICAGO, July 10—Florence M. Webster was graduated recently from the School of Fine Arts of the University of Kansas, having majored in piano. Her recital, which is required of each senior, was given in the University auditorium. She was assisted by Etta S. Moten, contralto. Miss Webster has appeared on many program and student recitals which have received favorable comment.

Miss Webster plays the 'cello in the University Little Symphony Orchestra, of which she is the only colored member.

She was initiated into Pi Kappa Lambda National Fine Arts fraternity, which is the highest honor the school of Fine Arts awards. Only 10 were elected from the entire senior class, and she was the only colored.

Delta Chapter, of which Miss Webster is a member, ranked highest in scholarship of all the organized groups, both male and female, during the winter term at the University of Kansas.

WINNER

Wins Honors at College for Women

Defender

7-19-30

Chicago, Ill

Name of Mrs. Ora Wise Posted in List

CLEVELAND, July 18.—Visitors to the administration building of the College for Women of Western Reserve university have noted during the last three years the name of Mrs. Ora Wise in the list of honor students posted there.

She mjaored in French and received along with her degree a state high school teachers certificate. She was one of a small group of seniors chosen to do individual work in their respective fields because of scholarship.

After three years and a half of undergraduate work Mrs. Wise entered the graduate school and began work leading toward a master's degree in French. She speaks French fluently and teaches it to a small class.

On the campus Mrs. Wise was very active, belonging to the Present Day club, Les Fancophiles, a French club, and the League of Women Voters.

She has been an active member of various clubs, among our group including the Survey club, the T. M. T. M., Le Petit Cercle Francais, and a young women's church and social organization. While studying Mrs. Wise has kept house and sewed. Her husband is a postal employee an dstudent interested in business administratoin.

Education - 1930.

Scholarship and Other Distinctions.

WASHINGTON, D. C.
STAR

MAR 8 - 1930

First Finalist

ROBERT J. HARLAN.
—Star Staff Photo.

PLEA FOR COLORED RACE WINS PRIZE

Robert Harlan Judged First in Cardozo Oratory Finals.

Speaking on "The Negro and the Constitution," Robert J. Harlan, colored, made an impassioned plea yesterday afternoon for equal rights for his race, winning the oratory competition at Cardozo High School and making sure of a place in The Star area finals of the Seventh National Oratorical Contest. Harlan is the first local finalist to be selected this year. With his victory goes a prize of $100.

The winner was one of six students—two boys and four girls—who had been selected by the committee of teachers in charge to take part in the last stage of the contest.

Using the low-point total system, under which 3 would be a perfect score with all of the three judges agreed on the best speaker and 18 the worst score with the judges unanimous in their designation of the poorest orators, Harlan received 5 points.

Jennie Smith Second.

Second place went to Jennie Smith whose score was 6. The next lowest score, 7, was that of Margaret Austin There was a decided gap between this and the rest of the contestants, who were grouped within 6 points of each other. They were Walter Wheeler Lucinda Boston and Esther Rich.

The contest got under way in the school auditorium promptly at 1 o'clock before an audience composed of the entire student body of both the junior and senior high schools. Principal R. N. Mattingly presented the speakers in the following order: Margaret Austin, Robert Harlan, Lucinda Boston, Esther Rich, Walter Wheeler and Jennie Smith. All the contestants had their orations well memorized and not one faltered in his or her delivery.

The judges, Charles Eaton Burch, associate professor of English at Howard University; George E. C. Hayes, local attorney, and Rev. W. L. Washington, pastor of the Zion Baptist Church, were stationed at widely separated positions in the audience. Less than five minutets were required for them to make their decisions and the scores to be totaled.

The contest at the school was under the direction of Mrs. Mary H. Skinner, an English teacher, who also assisted in coaching the youthful orators.

Winner All-Round Athlete.

Young Harlan is 19 years old and is the son of Robert D. and Nettie L Harlan of 1238 Irving street. He is a member of the school base ball, foot ball and basket ball teams. Following his graduation in June he plans to enter Columbia University to study accountancy.

Spingarn Medal to Be Awarded July 1

Defender

NEW YORK, April 11.—The 16th annual presentation of the Spingarn medal, given for outstanding and distinguished achievement by an American of African descent and generally regarded as one of the foremost honors that can be attained in this country, is to be presented to the winner on the closing night of the 21st annual conference of the National Association for the Advancement of Colored People in Springfield, Mass. June 25 to July 1.

4-12-30

The N. A. A. C. P. is asking that all nominations for this year's award be sent in at the earliest possible moment so that the committee on award may be given ample time to consider the qualifications of nominees.

All nominations should be addressed to Bishop John Hurst, chairman of the committee on award of the Spingarn medal, care of N. A. A. C. P., 69 Fifth Ave., New York City. They should be accompanied by a brief life history of the nominee and a statement of the life work or specific achievement on the basis of which the nomination is made.

Chicago Ill

The committee on award of the Spingarn medal, besides Bishop Hurst, is composed of Dr. John Hope, president of Atlanta university; Oswald Garrison Villard, editor of The Nation; James H. Dillard, director of the Slater and Jeanes funds; Theodore Roosevelt, governor-general of Porto Rico, and Dr. W. E. B. DuBois, editor of the Crisis.

Dr. Ellis Gets Rosenwald Study Award

Whip

Dr. George C Ellis, 3857 Vincennes avenue, one of the outstanding younger physicians in Chicago's professional circles has been awarded a Rosenwald fellowship in Neurology and Psychiatry for this wear at the Billings Memorial hospital of the University of Chicago.

4-5-30

Dr. Geo. Ellis

Dr. Ellis, who for several months has been associated with Dr. Yudelson and is an assistant in the dispensary and wards at the Billings hospital, will continue his study and research under Dr. Bailey, head of the department of neurology at the University of Chicago, versity of Illinois, where he received a bachelor of art's degree, and of Rush Medical College of the University of Chicago, where he received his professional work. He served his internship at the Illinois Central hospital in Chicago.

Chicago Ill

Radio Group Hears Paper by Turner

Defender

4-5-30

ASHEVILLE, N. C., March 4.—A paper on the latest achievement of Rufus P. Turner, former Chicagoan and a candidate for the 1929 Spingarn medal, was read at the first annual convention of the Roanoke division of the American Radio Relay league, held Friday and Saturday at the Charlotte Chamber of Commerce.

Chicago

Mr. Turner's paper, "The Fixed Oscillating Circuit as a Constant Frequency Transmitter Adaptable to Amateur and Other Uses," described a special transmitter which he has developed at his experimental short wave station in Chicago.

At the last minute Mr. Turner, who is a member of the Institute of Radio Engineers and of the American Radio Relay league, found it impossible to attend the meeting, so arranged the paper on his work and designated one of the members of the league to read it at the Charlotte Chamber of Commerce meeting.

Dr. Maloney Reads Paper to Biologists

Dr. A. H. Maloney, professor-elect of pharmacology, Howard university medical school, who is pursuing research work at the University of Wisconsin under a fellowship grant from the Rockefeller foundation leading to the Ph. D. degree, attended the annual meeting of the Federation of American Societies for Experimental Biology, which convened March 24 to 29 at Billings hospital, University of Chicago.

Dr. Maloney attended as a representative of the pharmacological laboratory of the University of Wisconsin.

Defender

He delivered an address before the assembly on the subject, "Studies on Respiratory Stimulants and Depressants," which represented original results obtained by him in his research work at the Winconsin laboratory. Dr. Maloney was the only member of his group who attended the sessions and the first to have addressed the American Association of Pharmacology and Experimental Therapeutics. His report wil be abstracted in the official journal of the association.

4-5-30

Dr. Maloney is an M. A. from Columbia university and an M. D. from Indiana university college of medicine. He was formerly a professor of philosophy at Wilberforce university.

Chicago Ill

Kansas City Boy Will Be Valedictorian of Cleveland High School

CLEVELAND, O.—Fifteen-year-old Robert Coleman, senior at Central school, will graduate in June with an average of 94.5 as valedictorian of his class.

Call

Coleman came to Cleveland three years ago from Kansas City, Mo. after finishing the elementary school and entered Central, where he completed the four year course in three years.

4-4-30

Coleman's average is the highest that has been attained by any student at Central high for many years.

Kansas City, Mo.

Coleman resides at 2314 East 43rd street. He wants to become a teacher, and plans to attend Western Reserve university.

Two Go Abroad On Scholarships

Floria Pinckney and Wenonah Bond Sail to Denmark

4-9-30

News

Miss Floria Pinckney, industrial worker, of 515 Macon street, Brooklyn, and Miss Wenonah Bond, Girl Reserve secretary of the West 137th street branch of the Y. W. C. A., sailed Saturday for Denmark aboard the S. S. United States of the Scandinavian-American Line.

Both young women are the winners of a scholarship offered by the National Urban League and the New York School of Social Work. They will, for the next six months, study international sociology at the International People's College at Helsignor, near Copenhagen.

Miss Pinckney is a graduate of the Manhattan Trade School and the Brookwood Labor College, Katonah, N. Y., and has been active in industrial circles of the city for several years. An active worker in the Ashland place Y. W. C. A., Brooklyn, Miss Pinckney has for the past year been a special organizer working among Negro women for the International Ladies' Garment Workers' Union of New York City.

Miss Bond, a Georgian by birth, received her education at Atlanta and Boston universities. Miss Bond has engaged in further study at the New York School of Social Work and was entering into her second year as Girl Reserve secretary of the West 137th street branch when she received her scholarship.

Iowa Orator

Call

NATHANIEL CALLOWAY

3-29-30

The annual oratorical contest at Iowa State college at Ames, Ia., was won by Mr. Calloway, who is a sen-

Kansas City Mo.

IOWA'S BEST

Nathaniel O. Calloway, a graduate of Tuskegee Institute in the Class of 1925, won the annual oratorical contest prize recently at the Iowa State College at Ames where he is a member of the senior class. Mr. Calloway spoke on "Contributions of the Negro to Our Civilization." He was awarded the silver loving cup offered by Mr. L. C. Tallman, Ames business man.

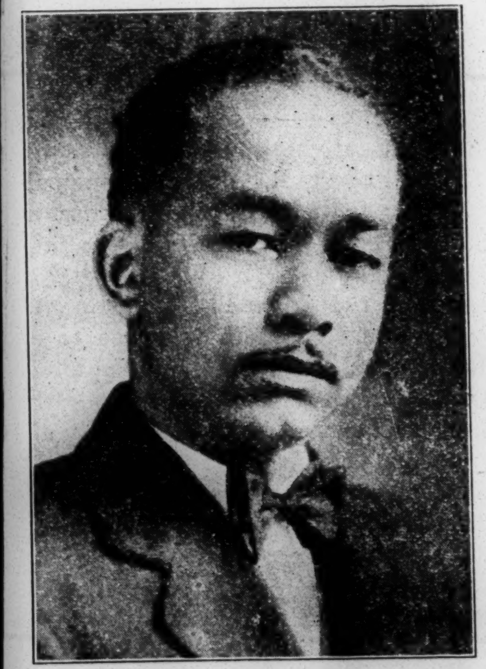
Messenger

3-15-30

Tuskegee Inst., Ala.

Mr. Calloway is a member of the varsity debating team and has represented his college in contests with other institutions of that section. He is majoring in industrial chemistry.

He is the son of Mr. and Mrs. James N. Calloway and resides in Greenwood, the Institute community. His father was for a number of years a member of the Institute faculty. Mr. C. J. Calloway, his uncle, is director of the Institute Extension Department.



Nathaniel O. Calloway

. . . . *cited Negro's contribution*

WENONAH BOND, FLORIA PINKNEY, GO TO DENMARK

Get 6 Months Fellowship To Study at University of Copenhagen

Age

4-12-30

Two brilliant young Negro women have gone to take a six months' course at the People's College, University of Copenhagen, located at Elsinore, under fellowships awarded by that institution through the New York School of Social Work, E. C. Lindeman, director. They are Miss Floria C. Pinkney of 515 Macon street, Brooklyn, and Miss Wenonah Bond, Girl Reserves secretary of the West 137th Street Y. W. C. A., New York City.

They sailed Saturday, April 5, from New York City, Miss Bond going direct to Denmark, while Miss Pinkney sailed by way of England.

The fellowships are in connection with the work Denmark is doing in adult education, cooperation and social organization, and were brought to attention of the applicants by Johannes Novrup of the University of Copenhagen, who is doing some special work in this country at Columbia University. Some twenty-five young women applied for the fellowships.

New York

N. Y.

Miss Pinkney, who was the first coloded girl to graduate from the Brokwood Labor College, has been actively engaged, since her graduation, in social service and labor activities, and is now a special organizer for the International Ladies Garment Union of the Women's Trade Union League, affiliated with the American Federation of Labor.

Miss Bond is a daughter of Mrs. G. C. Bond of 1316 Q street, north west, Washington, and the late J. Percy Bond, who was a prominent insurance man. She graduated from Dunbar High, Washington, and Boston University class of 1928 She also attended Atlanta University, Atlanta, Ga. Since graduating from Boston University, Miss Bond has served as Girl Reserve secretary at the West 137th street Y, having had prior experience as a volunteer in the Student Movement of the Y. W. C. A., during her college days.

The two young woman will return to New York next September and resume their respective activities.

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85 Creative Workers Win Guggenheim Fellowships

FOURTEEN ARE INTERESTED IN SOUTHERN FIELDS

Constitution

3-24-30

Atlanta, Ga.

NEW YORK, March 23.—(AP)—Appointment of 85 persons to fellowships of the John Simon Guggenheim Memorial Foundation were announced today. The foundation, supported by former Senator and Mrs. Simon Guggenheim, is "for the advancement of human achievement."

Fourteen of the fellows were interested in the south. They were:

Jonathan Worth Daniels, writer, Raleigh, N. C., project: Creative Writing Abroad. Mr. Daniels is the son of former Secretary of the Navy Josephus Daniels. He is a graduate of the University of North Carolina and was formerly a member of the staff of the Raleigh News and Observer.

Thomas Clayton Wolfe, instructor in English, Washington Square college, New York University, project: Creative Writing Abroad. He is a native of Asheville and was graduated from the University of North Carolina. Dr. John Tate Lanning, instructor in history, Duke University, Durham, N. C., project: To Complete in Various Mexican and South American Libraries a Study of the Universities of the Hispanic Colonies of the New World. He is a native of Lexington, N. C., and a graduate of Duke.

Miss Mary McRae McLucas, typographer, New York city, project: To Study the Methods Past and Present of Producing Printing in the Outstanding Process of Central Europe and Great Britain. Miss McLucas was born in Marion, S. C., and was a student at Coker college at Hartsville, S. C., and Peabody college at Nashville, Tenn.

Harold Cheney Cash, sculptor, Chattanooga, Tenn., project: Creative Work in Sculpture, in Europe. Mr. Cash's work has been widely exhibited in Europe. He is a graduate of the University of Virginia.

Dr. Joseph Wood Krutch, dramatic critic and associate editor of The Nation, project: The Writing Abroad of An Extended Essay on Aesthetics. Dr. Krutch is a native of Knoxville, Tenn., and a graduate of the University of Tenn.

Dr. Arthur Grollmen, associate in physiology, John Hopkins University, Baltimore, Md., project: To Continue Researches in the Field of Physical Chemistry as Applied to Physiology and Medicine.

Dr. Mordecai J. B. Ezekiel, agricultural economist, United States department of agriculture, Washington, project: To Study the Methods Used by Governmental Agencies in European Countries in Regulating and Directing Economic Activity. Dr. Ezekiel was born in Richmond, Va.

Dr. Ford K. Brown, associate professor of English, St. Johns college, Annapolis, Md., project: Continuation of Studies of the Social Ideas and Influence of the English Evangelicals from 1790 to 1830.

W. S. Campbell, University of Oklahoma, Norman, Okla., project: A Study of Plains Indians, in Preparation for Writing a Biography of the Indian Leader, Sitting Bull.

Dr. H. S. Vandiver, professor of pure mathematics, University of Texas, Austin, Texas, project: Mathematical Researches Abroad in the Fields of the Theory of Algebraic Numbers.

Dr. Josiah Cox Russell, professor of history and social science, New Mexico Normal University, Las Vegas, N. M., project: A systematic Examination for Biographical Data of the Manuscripts of Certain Latin Authors of the 13th Century. England.

Thomas Harper Goodspeed, professor of botany, University of California, Berkeley, Cal., project: Completion of a Monographic Treatment of the Genus Nicotiana (Tobacco Plants) from the Taxonomic, Cytological, Genetic, Distributional and Paleobotanical Points of View in Foreign Laboratories and Herbaria.

Dr. Charles Harris Wesley, head of the department of history, Howard University, Washington, project: A Study of Negro Slavery and Apprenticeship in the British West Indies, 1807-1836. Dr. Wesley was born in Louisville, Ky., and holds degrees from Fisk University at Nashville, Tenn., and Yale and Harvard Universities.

Dr. Arthur Grollman, associate in physiology in the school of medicine, Johns Hopkins University, Baltimore.

Dr. Charles Harris Wesley, head of the department of history, Howard University, Washington, D. C.

Dr. Mordecai J. B. Ezekiel, agricultural economist, United States department of agriculture, Washington.

Dr. Ford K. Brown, associate professor of English, St. John's College, Baltimore.

LANSING, MICH.
STATE JOURNAL

JAN 11 1930

Can There Be a Tact School?

Is tact something different from diplomacy and if so which is the greater? Perhaps tact is diplomacy in everyday life. If so it is a mighty important consideration.

Tact is something like the capacity for eloquence. Webster said eloquence could not be bought, could not be carried from afar, could not be had if it did not exist in the time, the place, the person, the oocasion.

The other day the Japanese envoys, now in London for the world naval conference, sent to Eddie Savoy, at Washington, a platinum stickpin, set with a diamond. Savoy is an aged negro doorman, who serves before the entrance of the office of the secretary of state, and has so served since the days of Hamilton Fish. He has tact, the Japanese learned that fact when they stopped in Washington recently on their way to London. Just what the act of tact was is not revealed, but it must have been consequential.

It is related that in the days of the World war, before the United States got into the fray, Eddie Savoy served most efficiently with his capacity for tact. Those were the days when the American secretary of state was sought daily by the representatives of all the belligerent powers. It is related that Doorman Savoy saw to it that on no occasion should representatives of opposing nations get in the office of the secretary, at the same time. That was service that cannot be bought for money.

Fiction has told of a charm school, but, as yet, even fiction has not proposed the establishment of a tact school. Tact is one of the great saving considerations, and yet there is a vast army of people who have it not. How many, many people there are who could never win a diamond stick pin from a Japanese embassy.

Education-1930

Scholarship ~~and~~ Other Distinctions.

FIRST NEGRO GETS PH.D. FOR RESEARCH IN EDUCATION

Columbia University Issues Its Third Ph. D. to A Negro

NEW YORK.—Prof. Ambrose Caliver, on August 15, completed his work for the Ph.D. degree at Columbia University, having majored in the administration of higher education and minored in educatonal personnel research. He completed this work within the minimum time of three summers and one academic year. The subject of his dsisertation is "A Personal Study of Negro College Students," which will be published soon by the Bureau of Publications of Teachers College. Dr. Caliver is the only Negro to receive the Ph.D. degree in this field, and is the therd Negro to receive a Ph.D. degree from Columbia University; the first one having been Dr. George E. Haynes and the second one, Dr. Jane Ellen McAllister.

He received his B. A. degree from Koxville College in 1915, and his M.A. degree from the University of Wisconsin in 1920; where he majored in administration of secondary education. Prof. Caliver was born in Saltville, Virginia, February 25, 1894. He finished high school in Knoxville, Tenn., and took a post graduate course in Industrial Arts at Tuskegee Institute in 1915-16. In 1919, he received a diploma from Harvard University in Personnel Management and Administration. This award was destinctive in that it was the first one issued to a Negro in this country. Prof. Caliver has had a very wide experience in both public and private schools as a teacher and administrator. During the World War he did personnel work among Negroes at the American Rolling Mill in Middletown, Ohio.

Among his social and personal activities and achievements the following are outstanding: organizer and managing-director of the Tennessee Anti-Tuberculosis Society, charter member of the Tennessee Inter-racial Commission, president of the National Association of Collegiate Deans and Registrants in Negro Schools, winner of first national prize of $500 in Industrial Arts Educational Essay Contest, and inventor and patentee of a beauty culture cabinet.

He is a member of the N.E.A., National Association of Teachers in Colored Schools, N.A.A.C.P., and the Association for the Study of Negro Life and History. Fraternally, he is a Mason and a member of the Agora Assembly. He has been a deacon in the Congregational Church for fifteen years.

In 1916, he was married to Evelyn Rosalie Rucker, of Knoxville, Tenn. Mr. and Mrs. Caliver have a daughter, Jewel Alta Mai.

Prof. Chippey Receives Second Cornell Degree

RALEIGH, N. C., Sept. 15 (ANP.)—Having completed a study of the teaching of science in the accredited Negro secondary schools of North Carolina, as a partial fulfillment of the requirements for the master's degree, Arthur P. Chippey, formerly of Wilmington, Del., but now residing in Raleigh, N. C., had the degree of master of arts conferred upon him by Cornell University.

Amsterdam News 9-27-30

AWARDED HIS PH. D.

NEW YORK CITY—Professor Ambrose Caliver on August 15, completed his work for the Doctor of Philosophy degree at Columbia University. He completed his work within the minimum of three summers and one academic year, and is the third Negro to be granted the degree at Columbia, having been preceded by Dr. George E. Haynes and Dr. Jane Ellen McAllister. Dr. Caliver, who also holds degrees from Knoxville College, and the University of Wisconsin, and who also studied at Tuskegee Institute and Harvard University, is a native of Virginia. He has been appointed to a post in the College of Education at Howard University, Washington, D. C.

ONE OF THE 50 GREATEST IN AMERICA

MARY McLEOD BETHUNE

President Bethune-Cookman Institute, Daytona, Fla., who was named among the "50 Greatest Women in America" by Miss Ida M. Tarbell, noted writer. Mrs. Bethune was the only Negro on Miss Tarbell's List.

Courier 9-20-30 Pittsburgh

WINS PHI BETA KEY

John Morrow Second Negro so Honored by Rutgers

Amsterdam News

John H. Morrow, II, 19-year-old son of the Rev. and Mrs. J. Eugene Morrow of Hackensack, a senior at Rutgers, was elected last week to Phi Beta Kappa, honorary scholastic fraternity. He and Paul Robeson are the only Negroes so honored by the state university of New Jersey.

Mr. Morrow entered Rutgers in 1927 on a scholarship won in a competitive examination. After the first term of his residence there he was appointed to the honor school. For the past three years his marks have averaged 94 plus. As a language major, he speaks and writes French and Latin fluently.

The other members of the Morrow family likewise come in for their share of honors. Miss Nellie K. Morrow, John's sister, was the first and only Negro teacher in Hackensack from 1924 to this year. A brother, E. Frederic Morrow, formerly of Bowdoin College and a varsity debater there, achieved national attention last year when an article of his called "A Black Man in a White World" reached the white press via the Boston Globe. He is now writing a novel, "Desires Asunder." Another brother, Eugene Morrow, Jr., is in the Government service.

WILLIAM J. JOHNSON

THE War Department at Washington was in an uproar. Something must be done. A crisp command was sent by wire.

Journal and Guide

Down in Texas the commanding officer at Fort Bliss was galvanized into action. "Find William J. Johnson," the telegraphic order read, report to this office hourly until he has been located." 9-20-30

Squads of soldiers were ordered out to search for Johnson and to advise the commanding officer of their progress hourly, by telephone. They were not to cease until he was found.

It was nine o'clock that night before the missing man was run down. The news was telegraphed to the war department. Back came the order, immediately: "See that he is put to work at once in the quartermaster's office in the same position that he has held." Norfolk, Va.

Everyone was mystified. Johnson was a Negro. The only one employed in the quartermaster's office. He was only a messenger and over sixty years old. When the big economic move started and orders were issued to cut down expenses in all departments of the army Johnson was discharged. He was discharged just four days before the telegram came that put him back to work.

What was it all about Why did the mighty war department display so much interest in an ordinary messenger? What was the reason for such commotion over a man who could be replaced by any one of a million men, and whose only duty was to deliver papers to various parts of the office?

The answer to these questions was soon found. An old soldier who had known Jackson back in 1915 gave the clue, and the modest unassuming William J. Johnson, after much questioning, told the story and what a story.

He is a hero! What is more, he is a hero to America's hero, General John J. Pershing. Here's how it came about.

Johnson enlisted in the 9th U. S. Cavalry in 1892. It was while he was soldiering in the Philippines that General Pershing engaged him as cook in the general's home. When the general returned to the United States in 1903 Johnson came with him.

"I had just become part of the family," Johnson related. "I was with them when all of the children were born," he added with pride. "The general and I have always been close friends."

It was on a night in the month of September, 1915, that it happened.

Next morning the news was read all over the world and people bowed their heads in mourning and cabled messages of sympathy. The home of General Pershing in San Francisco had burned to the ground. Mrs. Pershing and three little daughters had been suffocated to death. Only one child, little Warren Pershing had been saved William J. Johnson had climbed a ladder to the second story of the burning building, dashed through a flaming window and rescued the boy; had climbed steadily back down the ladder and collapsed on the ground.

After much questioning the story was brought forth, told with simple modesty.

"I slept in a room on the ground floor. That night Mrs. Pershing had gone out to a dinner party. General Pershing was down on the Mexican border with the troops. I was awakened about four-thirty in the morning by the sound of footsteps upstairs. I listened. I thought Mrs. Pershing had, perhaps, left the front door unlocked when she came in and that somebody had gotten in."

Johnson arose and in his bare feet stepped into the downstairs hall to investigate. As soon as he opened the door a flood of smoke filled his room and he realized that the house was on fire. He tried to get up the stairs but could not as the flames were high in that spot. He rushed outside and turned in an alarm.

Quickly securing a ladder he climbed to the second floor blacony, made his way into Mrs. Pershing's room. Here he gathered up two of the children and carried them down the ladder to the ground. Returning he managed to lower Mrs. Pershing and another child to helping hands below. Johnson goes on.

"I had gotten them all down when I remembered that little Warren was sleeping on the other side of the house. Mrs. Pershing slept in one room with three little girls. Warren slept in a room by himself."

Quickly he carried the ladder around the house and set it up against the wall under the window of the room occupied by the boy. Up through a cloud of smoke and through the blazing window Johnson climbed. Grabbing little Warren from the bed, he wrapped him in a blanket and started back down the ladder. The smoke had been too much for Johnson. Bravely he held on to the ladder and struggled downward; four feet from the bottom he collapsed, pushed his burden into the arms of the waiting crowd, and fell to the ground.

"I guess I must have fainted," Johnson said. "When I came to I found out that I had been running around in my bare feet. My shoes had been burned up. I did not have time to put them on. I guess about fifty people tried to give me shoes and clothes. They certainly were kind. They told me that Mrs. Pershing and the threel ittle girls that I had brought down first were dead from the smoke but that little Warren was all right. I was burned a little."

He had been burned a great deal. For some time Johnson was kept in a hospital. General Pershing called on him each day.

When the troops were ordered into Mexico, Johnson went with the general; when he was ordered to France, Johnson went to work as a messenger in the quartermaster's office at Fort Bliss. He smiled.

"The general left orders that I was not to be changed without notifying him. I guess he wanted to know where I was all of the time. When they let me out I just sat down and wrote him a letter telling him about it. I guess he must have said something because they woke me up at nine at night and asked me to come back to work."

Do you wonder?

Once a Sleeping Car Porter Now a Ph.D.

Negro World

Abraham Harris Becomes First Member of Race to Earn a Doctorate in Economics

N.Y. 11-1-30

Announcement was made last week that Professor Abraham Harris, acting head of the economics department at Howard University, Washington, D. C., had completed the required work for a doctorate in economics at Columbia University.

First to Get Degree

According to Eugene Kinckle Jones, executive secretary of the National Urban League, Dr. Harris is the first Negro to earn the degree. Professor Edwin Seligman, head of the Columbia Economics Department, in an address recently, praised Dr. Harris highly. The degree will be formally awarded next February.

Made A Climb

Dr. Harris was born 31 years ago at Richmond, Va., and rose to his present post after working as a sleeping car porter, shipyard worker and, earlier in life, as a butcher's errand boy. In 1925 he was a fellow of the Columbia U. Council for Research in the Social Sciences.

His doctor's thesis is a study of the Negro worker in the American labor movement, prepared in collaboration with Dr. Sterling D. Spero. Dr. Harris also has published works on "The Black Man in This Economic World" and "The Negro Population in Minneapolis," and is a frequent contributor to Current History and other periodicals.

Two Harvard Boys Wins Scholarships

Leader

[Carroll News Service]

BOSTON, Sept. 26.—Frank M. Snowden Jr., 86 Harvard St., honor student at Harvard university, was awarded his third consecutive scholarship last week by the dean. Since entering the school Snowden has held a high place on the "Dean's list," making excellent marks during his freshman and sophomore years.

9-27-31

Frank Snowden

Young Snowden received his preparatory training at the Boston Latin school, where he was an honor student.

Another youth to share honors with Snowden was Charles Herbert Bruce, Jr., a member of the class of 1933. He was given his second scholarship in the school of engineering.

Education - 1930

Scholarship and Other Distinctions.

Charlotte, N. C. News
Sunday, November 9, 1930

Negro Students Win Essay Prizes

During the celebration of the 150th anniversary of the Battle of Kings Mountain, pupils of the fourth, fifth and sixth grades of the colored schools were asked to write essays for which a prize was offered. The essays were limited to 200 words.

The judges of the contest were so impressed with the spontaneity and originality of expression, and the dramatic appeal of the essays that three prizes instead of one were awarded. These prizes were given by Helen A. Whiting, supervisor in the colored schools.

As there was a tie for first place two prizes were awarded: one to Harry Baxter, grade 4-A-1, Morgan School, and the other to Estelle Ward, grade 5-A-1, Fairview School. The second pribe was awarded Julia Helena Long, grade 5-A-1, Alexander Street School.

The judges were Professor T. A. Long and Professor W. E. Hill, of Johnson C. Smith University.

Colquitt, Ga., Sun
Friday, November 14, 1930

Among the people who received the award of bronze medals given to two residents of Georgia, as already noticed in The Press was one given Quillie Addison, negro, of Sylvania, for rescuing William Z. Kemp, 61, a warden, from his burning home in Sylvania, October 17, 1929.

Addison, a 36-year-old janitor, the commission was told, entered Kemp's home when others feared to venture, crawled thru the building to the man's room, and then holding a mattress between them and the fierest flames, led Kemp to safety. Both men were burned severely, but both recovered. The deed was performed more than a year ago, but the award has just been made. The one to the colored man at Sylvania is especially pleasing to refer to. Not only because the heroic rescurer lived in this section, but because he comes from a race which receives few encomiums. It is always grateful to instance such acts, and to note that a merited reward has been made, although it was more than a year from the gallant deed itself.—The Savannah Press.

Not only this negro but many of them perform heroic acts that do not attract attention or get any medals. The old negro mammy deserves a monument some where. We have erected monuments to many folks but as yet none to the old negro mammy. We know hundreds of staunch business men that were practically raised by one of them and they are all ready to contribute to such a movement. One of the most powerful contributors to southern history, ideals and humanity that ever existed was and is the old time mammy. We can point you out a hundred of them that will kill you or get killed if you meddle the "white chile" in their care. The very highest essence of loyalty beats in the old negro mammy's breast and we know many stalwart white men who owe their life to the fact that they had an old negro mammy to nurse when their own mother was frail and feeble, too feeble to give them succor. Many a frail young white mother has passed to the great beyond, encouraged and much strengthened with a promise from "mammy" that she would look after her baby and see that it was cared for. And it was done if it took that old negro woman's last dime or ounce of strength. We can show you strong grown white men who still worship at the shrine of their old "mammy" and take orders from them now just as they did when little boys. Who, regardless of how busy they are, have a chair in their office and plenty of time to chat "mammy when she gwine visitin" him or his family. The south owes a monument to those old black "mothers in Israel" when they are showering honors about. Only a few days ago we saw a big stalwart white man forty years old take a scolding from a little old black negro mammy that had raised him in perfect smiling good humor when she got after him about getting his feet wet and there was something in that man's face and eyes as he took it that really showed the monument. Maybe she don't need a stone memorial after that smile on his face after all.

Americans in Paris

Defender

9-13-30

Chicago, Ill.

PARIS, France, Sept. 12.—Among other visitors here are Miss Otelia Crummell, professor of English at Teachers college, Washington, D. C.; Miss Marie Crummell and two other Misses Crummell. They will engage in studies at the Sorbonne.

Raymond Pace Alexander, assistant solicitor of the city of Philadelphit, and Mrs. Alexander, were received here by H. O. Tanner the distinguished artist, who came up from the south of France especially for the occasion. Mrs. Alexander is a niece of Mr. Tanner.

Mr. and Mrs. Alexander will visit Oberammergau and other places on the continent, after which they will go to the British isles. Attorney Alexander visited the law school of the University of Paris, and when in London will call upon several of the leading judges and other legal luminaries to whom he bears letters of introduction from Attorney William H. Lewis of Boston, the mayor of Philadelphia and others.

Mr. Tanner is in his [illegible] year, but is very well. His pictures hang in several of the leading galleries, and some years ago he was decorated by the French government, having been made a chevalier of the Legion of Honor.

Misses Edith and Agatha Scott, teachers of New Haven, Conn., have visited Versailles and Fontainbleau, and after taking in the other sights will go to Oberammergau, Switzerland and other countries.

Mrs. Mary Church Terrell, well-known educator and brilliant leader of women's activities in the United States, and her daughter, Miss Phyllis Terrell, are spending a few days here before going on to Germany. Mrs. Terrell is a well-known figure in Europe, to which she has made many visitors and attended several conventions.

Dr. James Franklin Lane, president of Lane college, Jackson, Tenn., has sailed for home after an extended tour of Europe and the Near East. He visited the British isles, France and the principal cities of Italy, including Rome and Naples.. Taking ship at Brindisi, he went to Palestine, seeing Jaffa, Jerusalem, Bethlehem, Nazareth, Galilee, Tiberius and the Jordan river.

Mrs. Josephine Washington, dean of women at Wilberforce university; Mrs. W. R. Granger, and Mrs. Elizabeth W. Tyler of Newark, N. J., have returned to Paris after a tour of Germany, Italy and other countries and have left by airship for London.

Warner Lawson, son of Mr. and Mrs. R. Augustus Lawson of Hartford, Conn., was the guest of Roland Hayes at Chateau St. Pierre, Mr. Hayes' residence at St. German. Later Mr. Hayes took him to the chateau at Versailles, the Trianon and Malmaison. Mr. Lawson had just returned from a tour of southern Europe. He spent the summer in Berlin, where he studied under A--rhur Schnabel, one of Europe's foremost teachers of the piano. Mr. Warner is to teach music at Fisk university this fall.

D. Frank Wilson, music teacher of Hartford, Conn., who was here in 1925, has been revisiting his favorite spots in Europe, among them Venice and Rome, as well as Professor Williams of the Vashon high school, St. Louis, Mo., and Dr. DeLoney of Detroit. The latter is now engaged in study at the University of Bordeaux.

S.C. "Prof" Declines Panama, C.Z., Post

Afro-American

ORANGEBURG, S. C. — Appointment as director of vocational education in the Panama Canal Zone has been declined by John P. Burgess, state itinerant teacher of vocational work among Negroes of South Carolina. 11-22-30

This offer to Professor Burgess came through Hampton Institute where he received the degree of bachelor of science in rural and vocational education.

Baltimore, Md.

Professor Burgess, who has received two scholarships from the educational officials of South Carolina felt that he owed his services to this state and its people.

Mrs. Bethune Dined By University Club Of New York Monda

Courier

11-29-30

Pittsburgh, Pa.

NEW YORK, Nov. 16—Mrs. Mary McLeod Bethune, president of the Bethune-Cookman College of Daytona Beach, Fla., was honored with a luncheon at the University Club (white), 106 E. 52d street, Monday a noon, of which Mrs. Edgerton Parsons is president. Mrs. Bethune had just returned to New York Sunday night where she addressed the Civic Club at the First Presbyterian Church in New Haven, Conn., Sunday afternoon. She left New York Monday afternoon, following the luncheon, to keep an engagement a Pittsfield, Mass.

Coming to New York last Saturday from Washington, where she attended the White House conference on Child Welfare, Mrs. Bethune said she felt highly elated over the prospects for improving the condition o all children through the President' committee.

Memphis, Tenn. Comm'cial Appeal
Sunday, November 16, 1930

GRIGGS TO BE HONORED.

Bishop Proposes Testimonial to "Greatest Negro Leader."

Representatives from each negro church, club, fraternal organization and public school in Memphis have been asked by Bishop S. L. Greene of the A. M. E. Church, to join a committee to arrange a suitable testimonial to Dr. Sutton E. Griggs for distinguished service to his race and humanity.

Two weeks will be allotted to the choosing of the committee which will then meet immediately and decide on the form of the testimonial. Dr. Griggs is, according to Bishop Greene, the "outstanding negro leader of the day."

DOUG STUBBS TAKES HARVARD HONORS

Afro-American

WASHINGTON, D.C. — Frederick Douglass Stubbs received the highest honor awarded by the Harvard Medical School last week. He was one of the ten men in the senior class to be elected to the Alpha Omega Alpha honorory society. This is a national organization and has the same significance as the Phi Beta Kappa society save that in this only medical students are eligible. 12-27-30

According to a statement made by Dr. Numa P. Adams of Howard University, only six men in the country have ever been elected. Mr. Stubbs is the son of Mr. and Mrs. J. B. Stubbs of this city. He is a graduate of Dartmouth and was elected to the Phi Beta Kappa honorary society in his junior year at that school.

Baltimore, Md.

Kansas City Girl Made Telegraph Editor at K. U.

Call

Announcement was made last week by William Nichols, managing editor of the University Daily Kansan, the student paper of Kansas university of the appointment of Miss Lucile Bluford as telegraph editor. Other appointments to the staff were the campus editor, Sunday editor, exchange editor and sports editor. These staff members will serve throughout the present semester. Miss Bluford is a junior in the school of journalism at K. U. She is the daughter of Mr. and Mrs. J. H. Bluford, 2444 Montgall avenue.

12-12-30

Kansas City

City Erects Monument for a Man Who Never Told a Lie

Afro-American

11-8-30 Baltimore, Md.

Monument in Courthouse Square to Porter Martin and Cook who Accumulated $50,000 without Lying.

MARYVILLE, Mo. — He never took a drink, he never gambled, he never contracted a debt he didn't pay, and he never told a lie. That is the record achieved by the late Charles Martin, bank porter, waiter and cook, whose monument done by a celebrated sculptor, will soon be erected in front of the courthouse.

Charles Martin was not afraid of work. He could be seen almost any day serving as waiter in the Knox restaurant located near the bank. He carried a towel on his arm and sang to the patrons. It was something strange to see a man working for his meals in a restaurant during the noon hour when he was worth fifty thousand dollars. But it didn't bother Charley.

Once he found a wallet in the bank containing eleven hundred dollars in bills, and when the frantic owner returned he calmly returned the money. The lady gave him ten dollars reward.

Perhaps Charles Martin did not look the part of a rich man. He was somewhat untidy. Once in a while he wore garments that someone had given him. This during the week days. When he wished to dress up, however, he could do a good job of it.

When Charles Martin died he was forty-six years old. His funeral was the largest ever held in this county. There were as many colored as white. Friends three hundred miles away came to show their respect. The cortege was almost a mile long.

Engraved on the base of the monument will be:

**In Honor of the Honest Negro Who
Lived the Way Our History Says
George Washington Lived—
Without Telling a Lie**

Bronx Girl Attains Grade For Phi Beta Kappa Honor

Ruth Ford of Hunter College Ranks as School Leader

Amsterdam News

Ruth Ford, 760 East 221st street, Bronx, a senior at Hunter College, has been elected to membership in Phi Beta Kappa in recognition of her high scholastic standing.

11-19-30

Majoring in the classics, Miss Ford is already a member of Eta Sigma Phi, a national honorary classical fraternity. She was recently elected second vice-president of the Hunter chapter of this organization.

New York Age

While a student of the Wadleigh High School, from which she graduated in 1927, she received prizes for excellence in Latin, German and general scholarship. Upon her graduation from Wadleigh, she was awarded the Alpha Kappa Alpha scholarship of $150, awarded annually to a girl of superior scholastic attainments, and also received a New York state scholarship of $400 for her high standing in the regents' examinations.

In 1929 Miss Ford edited the college Latin magazine. During Hunter's recent celebration of the Virgil anniversary, she was associate editor of the "Virgiliana," a college publication issued in honor of the occasion.

Ruth Ford.

At one time Miss Ford was the Hunter College reporter for The Amsterdam News. She now contributes a column on student activities to the New York Age.

The record of Miss Ford recalls the academic distinction attained [illegible] Melva Price, Marion Wilson, and [illegible]le Spence, Harlem students of [illegible] years at Hunter College, all distinguished themselves [illegible]ship.

CO-ED WINS HONORS IN CONTEST

Courier

DETROIT, Dec. 24—In a contest conducted by the Tuberculosis Association, co-operating with the Board of Health and the Board of Education, Miss Mildred E. Lee, 231 Farnsworth, this city, won honorable mention.

12-27-30

There were four classes of prizes given—first, second, third and honorable mention. The contest was city-wide in its extent, being participated in by the College of the City of Detroit, Cass Technical High School, Southeastern High, Northwestern High, Southwestern High Northern High, and Eastern High.

Pittsburgh Pa

The successful contestants had their work exhibited at some of the leading downtown department stores and were viewed by large crowds each day. The contest consisted of designs carrying out the idea of aiding the Board of Health and the Tuberculosis Association in its campaign to increase the sale of Christmas seals.

The drawing by Miss Lee portrayed two Negro children, a boy and a girl, participating in the sale, and they attracted considerable attention and much favorable comment. The portrayal by Miss Lee attracted the attention of a nationally known illustrator who, upon seeing the fine Negro characteristics depicted in her drawing, wrote Miss Lee for an interview, and has asked that she take a special course in this line of work from that firm. Miss Lee is the daughter of Rev. and Mrs. H. L. Lee and is a member of the senior class of Northern High School, from which she will graduate in January, 1931. She also is a very proficient musician. After graduation she contemplates special training in arts and music at one of the eastern universities.

Education - 1930.
Scholarship and Other Distinctions.

RR. CALIVER RECEIVES GOVERNMENT APPOINTMENT

Becomes First Specialist in Negro Education.

New York Age
8-30-30

Nashville, Aug. 23.—Dr. Ambrose Caliver who recently competed his work for the Ph. D. degree at Columbia University has been appointed as specialist in Negro Eucation in the United States Bureau of Education. This is a civil service appointment which was competitive, and Dr. Caliver ranked first among a long list of applicants examined. It is a new office which has been created in the Bureau and Prof. Califer has the distinction of being the first person to occupy the position. His training, experience and background make him eminently qualified for this significant field of work.

The appointment came after Prof. Caliver had accepted a teaching post at Howard University, which necessitated his resignation. The University was loathe to give him up, yet showed consideration and generosity in their willingness to release him.

The duties of the incumbent of this office as specified in the announcement of the position which was released by the Civil Service Commission are: (1) Plan and carry out important research studies in the education of Negroes especially of elementary grade; also in the education of Negroes, especially for those preparing to enter employment directly from high Schools. (2) Study of education especially for those pre- of courses that should be offered in schools and localities. (5) Serve as consultant to school officials and make public addresses on Negro education before educational organizations.

Prof. Caliver was formerly dean of Fisk University, however, his connections were severed in that capacity in April 1930. Dr. Caliver has come into a unique position, and it is felt that he will have a large opportunity to render a great service to the race.

Urban League Makes Award of Six Fellowships

Independent
7-24-30
Atlanta, Ga.

The National Urban League from its office at 1133 Broadway, New York City, has announced through its executive secretary, Eugene Kinkle Jones, the following social service fellowship awards for the school year 1930-31:

Miss Alice H. White of Philadelphia, graduate of the Philadelphia School of Social Work, the renewal of the Ella Sachs Plotz Fellowship of $1,200;

Miss Pearl Corine Renfroe, of Mineapolis, Minn., B. S., University of Minnesota, 1930, a joint New York School and Urban League Fellowship at $1,200.

Miss Kathryn McCracken, A. B., Atlanta University, 1923, a Julius Rosenwald Fellowship of $1,200;

Louis Braxton White, of St. Louis, Mo., B. A., Iowa State University, 1930, a joint fellowship of approximately $1,200 provided by the Pittsburgh Urban League, the National Urban League and the University of Pittsburgh which remits tuition;

Raymond Spencer Bennett, A. B., University of Cincinnati, 1928, a Julius Rosenwald Fellowship of $1,200.

Miss White, Miss Renfroe and Miss McCracken are assigned to the New York School of Social Work, Mr. White to the University of Pittsburgh, and Mr. Bennett to the University of Chicago.

Madison, Ga., Madisonian
Friday, August 8, 1930

AN HEROIC ACT

An act of genuine heroism was performed by Rob. Burke, colored one day last week in the timely rescue of two young girls from drowning, and his act well deserves more than passing mention. While fishing his trotlines donw on Apalachee river below Swords, he met up with a party of young girls and small children looking for a place to go in swimming. He repeatedly advised them of the deep, swift water at that place, but they insisted upon risking wading into the river on a small sandbar. Through courtesy to them, he left and went down the river to fish his hooks. While so engaged he was alarmed by the terrified screams of some of the children, and at once guessed the cause. He saw them from a distance of two hundred yards in their frenzy over the condition of two of the party who had gotten out of their depth, and were in great distress. Poling to them as fast as he possibly could he reached the spot where they had gone down, seeing them go under for the third time before getting near them.

Stopping his boat at this point, he saw the hair of the larger girl floating deep down in the water. He immediately jumped out of his boat, and diving down by her in water fifteen or twenty feet deep, caught her by the hair and struggling to the top tossed her into his small boat. As he did so he found the smaller girl clinging to her sister by one wrist. Her grip was broken and she sank toward the bottom, but Rob dived again and caught her by the hair also, and quickly rising threw her into the boat. He immediately poled his boat to the bank, and pulling the half drowned and unconscious girls out on the bank at once began efforts to resuscitate them. Others aided him among the party on the bank, and they were in a half hour or so fairly well recovered, and taken to their home.

The young girls were the daughters of Mr. Lance, who resides on the Johnson farm of Col. Butler, a few miles below **Buckhead.** They were aged about thirteen and seven years respectively.

The timely presence and bravery of Rob Burke undoubtedly saved them from drowning, as there was no one in the their party able to save them, and the nearest possible help was a mile or more distant. Rob is a great hunter and fisherman, and his presence of mind in such an emergency served him in good stead on this occasion. He is a reliable and brave and successful heroismw worthy colored man, and well deserves the highest commendation of everyone for his brave and successful heroism in saving the two young people from a watery grave. He is receiving much praise from his white friends for his brave act which he accepts with becoming modesty. He well deserves a Carnegie medal for his heroism, and we would like to see him receive such as a reward therefor.

Postmen Give Banquet To Mr. Branham

Tribune

Who Was Retired September First After

9-11-30

44 YEARS OF SERVICE

Savannah, Ga.

Festive Occasion Held at Wilmington Island

In recognition of his retirement from the mail service on August 31, the letter carriers of the local postoffice honored Mack B. Branham with a stag last Saturday night. This festive occasion was held at Young's pavillion on Wilmington Island and was attended by all of the members of the local carrier force and several out-of-town postal service men, among whom were A. G. Dent, James Monroe and others from Brunswick.

After a round of toasts in which Mr. Branham was felicitated for his almost unparalleled splendid record in the service, the gala occasion was brought to a close by a few remarks by Mr. Branham in which he wittingly related his experiences in the service and thanked his colleagues for the honor which they had bestowed on him. S. A. King acted as toast master.

Mr. Branham entered the carrier service in January 1886, and during the forty-four years he has been serving the government he has never received a demerit. He has served under the administration of eleven postmasters, beginning with that of Col. A. N. Wilson and ending with that of Hon. Marion A. Lucas, incumbent.

In recognition of the excellent service Mr. Branham has given to those whom he has so long served, he has been liberally remembered by gifts of all kinds, cash, wearing apparel, jewelry and other valuables. From the employees of the post office he received a beautiful silver goblet set on the pitcher of which is engraved the following inscription

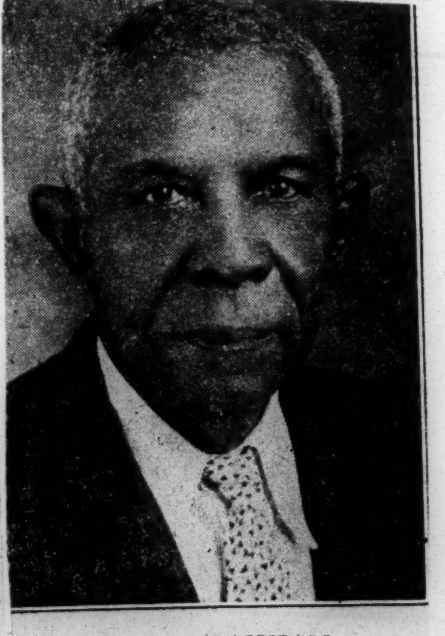
"Presented to
Carrier M. B. Branham
by
Employees
U. S. Post Office
Savannah, Ga.
44 Years Service
January, 1886—1930."

Among the valued letters he has received on his retirement, there is none which he cherishes more than the following written by the foreman of carriers of the local office:

Carrier Mack B. Branham,
Office.

Dear Mack:

Your leaving us today, after forty-four years of service, naturally makes one think of the years that have past. Although you were carrying mail before I was born, today brings back recollections of my entering the postal service over a quarter of a century ago. At that time you were pointed out to me as one of the best letter carriers in the service and here today, over twenty-five years later, you still carry that mark



M. B. BRANHAM
Retired Postman

of distinction up to the last minute of your service. "Congratulations."

For the past ten years we have been closely associated and during that time I have found you to be loyal and true at all times. It is for this that I wish to convey to you my sincere appreciation, for that is stuff that lightens burdens and makes the wheels turn smoothly.

Now Mack, I do not want you to consider yourself out of the postal family but assure you that at any time you feel so inclined, we will be delighted to have you drop in to see us. I hope it will be often.

Hoping you enjoy your earned rest and that you will have many more years at home with your family.

Yours very truly,
Thos. J. Brady
Foreman of Carriers.

BROOKLYN GIRL WINS SCHOLARSHIP

Amsterdam News

Of 115 scholarships awarded recent high school graduates of Kings County by the State of New York, Miss Augusta V. Jackson, 884 Greene avenue, was the only colored girl who succeeded in annexing one of them, according to the report given out on Friday by the State Education Department.

9-3-30

Miss Jackson, who graduated from Girls' High School last June at the age of 15, distinguished herself on that occasion also, winning the Latin prize, the Almeda Sprague Award for citizenship and the Edward Blossom Award for co-operation in government. Another of the rare distinctions won by her was that of composer of the class song of June, 1930.

New York

Competition for these scholarships in New York City are so great that honor ratings are required to qualify one and Miss Jackson made the grade when she romped home with honors in Latin. The lowest rating that won a scholarship in this county was 91.64 and Miss Jackson's was 93.62, ranking fifth in a group of seven girls from her school who also made the grade.

As a winner of this scholarship, Miss Jackson will be entitled to $100 a year for the four years of her college course, while attending any college in the State of New York approved by the Regents for this purpose. She expects to enter Hunter College in the Fall.

Principal

—Defender Photo.

MRS. RUTH M. JACKSON

Defender

The ~~second Race woman to pass~~ the examination for principal in the Chicago public schools is Mrs. Ruth M. Jackson, at present a teacher of mathematics at Wendell Phillips Junior high school. Mrs. Jackson has been a teacher in the Chicago schools for the past 13 years. Eight years were spent at branch of the Burnside school, where she served as head for six years. The last five years have been spent at Phillips. Mrs. Jackson, a native of Atlanta, Ga., where she also taught, is a graduate of the University of Atlanta and the University of Chicago. She is a member of Theta Omega chapter of the Alpha Kappa Alpha sorority.

9-13-30

Chicago

JNO. C. CALHOUN RETIRED FROM SERVICE

Tribune

In Railway Mail Service Thirty-Nine Years

9-11-30

John C. Calhoun, who has been in the Railway mail service for thirty-nine years was retired last month. The Postmaster General wrote him a personal letter of appreciation for the faithful service he rendered the government all of these years.

Savannah Ga.

Mr. Calhoun is a native of Americus, but has been residing here soon after his appointment. He was on the run between Savannah and Montgomery on the Seaboard Air Line. More recently he was given the short run between here and Americus. Mr. Calhoun is reported as being ficient and faithful.

G. N. GRISHAM A PIONEER

The death of G. N. Grisham removes a Kansas Citian whose name will bring up memories for all who are of the older generation. Pioneer teacher, once head of our high school, graduate of an eastern college when scholarship was rare, investor when thrift within the race was uncommon he was a distinct asset of our community.

Call

It was a pleasure to have known him. Though his declining days were clouded as disease blighted his mind, he retained for a long time evidences of the man he once was. May his life be remembered always as a challenge to us to climb higher

9-19-30

Kansas City Mo

Brave Negro Saves Train

Stops Runaway Engine Dashing in Direction of Oncoming Freight

Negro World

YAZOO CITY, Miss., Oct. 16.—The alertness of Jim Lindsay, colored engine coaler in the local Y. and M. V. railroad yards, probably avoided a fatal train wreck Sunday night when two white men stole a switch engine and started north from the yards. Several persons saw the men get off the speeding engine and reported it to Lindsay, who immediately got into another engine, fired up and threw the throttle wide open, hurling the iron monster on in wild pursuit of the run-away engine.

10-4-30

N.Y.

11-1-30

Lindsay overtook the engine five miles from town and by some movie acrobatics managed to board and stop it just in time to flag a fast freight coming from the opposite direction on the same track. He was warmly commended for his courage.

Pittsburgh Courier

NEW YORK, Sept. 25.—For one day, or really a part of a day, we had the company of the Reginald Smiths, Hazel Turner and Dr. Edward W. Beasley. They arrived Friday morning, Sept. 12, and sailed Friday evening on the SS. Conte Grande for Vienna, where the Doctors Beasley and Smith will study, while Mary Smith and Hazel Turner trot about the continent.

9/27/30

Dr. Smith will take a course in his specialty, eye, ear, nose and throat, while Dr. Beasley will do special work in surgery and pediatrics. Dr. Beasley is the brother of Dr. Albert Beasley of Harlem and has the distinction of having been appointed to the staff of the children's clinic of the New Northwestern. He has also been the doctor in charge of one of Chicago's baby welfare stations for three years. Although one of the younger professional men, Dr. Beasley has shown remarkable skill in the treatment of children and has done considerable post graduate work in his field.

Before settling down to study, the doctors will accompany the women folks to Naples, Gibraltar and Oberammergau.

ADDRESSES EUROPEAN SCHOLARS

Harriett Ida Pickens, Graduate Of Smith College, Speaks In Dresden

NEW YORK, Nov. 6—(ANP)—After delivering a brief address to the young people of Finland, Harriet Ida Pickens, graduate of Smith College, was invited by the German Youth Movement to speak in Dresden at a meeting "for the protection and the rights of youth."

The Volks Zeitung reports that Miss Pickens' address gave the "assurance that the Negro youth of America are in sympathy with the youth of Europe, who are at work, and that they pursue the same general aims."

In a half-column report of Miss Pickens' address the Volks Zeitung says: "The white workers of America have not yet learned that the exclusion of Negroes from their organizations is the greatest injury to

the whites themselves. Miss Pickens pictures also the difficult struggle of her race, which has the opposition not only of white capitalists but even of white workers. Considered as a class, the Negroes are mostly workers, principally unskilled workers, to whom vocational schools, until recently, have been closed. The Negro, who is forbidden to organize, because of his segregation easily becomes a strikebreaker. He must work harder and better than white people of his class; he is the last worker hired in times of prosperity, and the first worker fired in times of depression. He must work under the most insanitary conditions and dwell in the poorest quarters. And in spite of the constitution, his suffrage is denied him in very many of the states."

The paper describes the scene when Miss Pickens was introduced, saying that hundreds of youthful voices shouted "Freundschaft!" which is the greeting of organized European youth, meaning simply "Friendship!" They use it when meeting or parting, signifying, "We meet as friends, or we part as friends.".

Education – 1930

Scholarship and Other Distinctions.

Colored Sophomore Wins Essay Award

Informer

8-2-30

Houston Texas

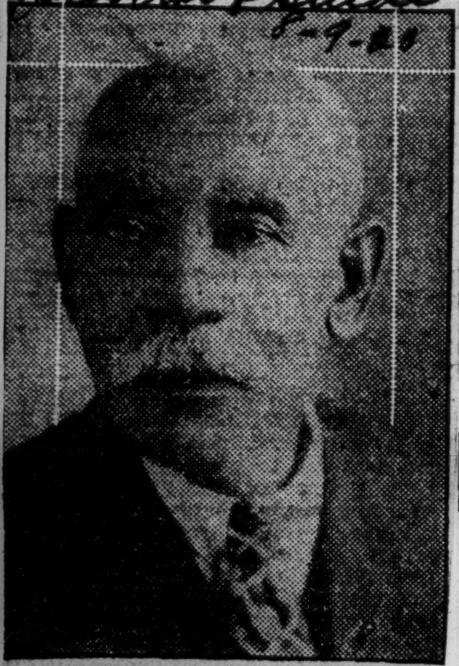
Boston, Mass.—(ANP)—William Edward Harrison, a local boy, and a sophomore at Harvard University, Cambridge, won first prize of $50 in the 1930 essay contest by school boys and girls sponsored by the American Interracial Peace Committee.

Other prize winners were Estelle Smith, freshman at Knoxville College, Knoxville, Tenn., second prize of $25. Her subject was "Interracial Relationships as a Basis for International Peace;" Moses Belton, freshman at Johnson C. Smith University, Charlotte, North Carolina, third prize of $15; subject, "Youth Looks at World Peace." The fourth prize of $10 was divided between two contestants, as they received an equal number of votes for fourth place. George Cannady, senior at Grant High School, Portland, Oregon, subject: "Renunciation of War as an Instrument of National Policy," and Ethel Payne, freshman at Crane Junior College, Chicago, Ill., subject: "Interracial Relationships as a Basis for International Peace."

WINS UNIQUE HONOR

Journal & Guide

8-9-30



WILLIAM H. THOROGOOD is beginning the first of two years' additional service as watchman at the U. S. Customs House, there, although he has reached the retirement age. This recognition was granted by the U. S. treas- y department for his 37 years' devoted service. Mr. Thorogood is prominent in fraternal, civic, and religious activities here. — Long Photo.

Norfolk Va.

Whip. 8-9-30 Chicago, Illinois.

A TEXAS DEAN. Mrs. I. B. Prosser, dean of Tillotson college, Austin, Texas is said to be one of the south's most efficient teachers Dean Prosser holds a Ph. D. degree from the University of Cincinnati. She is one of the few women holding the position of dean.

HARVARD STUDENT AWARDED 1ST PRIZE FOR PEACE ESSAY

Defender

7-19-30

Chicago Ill

PHILADELPHIA, July 18.—William Edward Harrison, sophomore at Harvard University, who lives at 74 Ruggles St., Roxbury, Mass., was winner of the first prize of $50 offered by the American interracial peace committee for his essay, "Youth Looks at World Peace."

The second prize of $25 was awarded to Estelle Smith, freshman at Knoxville college, Knoxville, Tenn., who wrote on "Interracial Relationships as a Basis for International Peace." The third prize of $15 went to Moses Belton, freshman at Johnson C. Smith university, Charlotte, N. C., whose subject was "Youth Looks at World Peace," and the fourth prize of $10 was divided between two contestants who received an equal number of votes for fourth place. The contestants were George Cannaday, senior at Grant high school, North Portland, and Ethel Payne, freshman at Crane Junior college, Chicago.

The 10 judges were as follows: Miss Ruth Wanger, teacher of history at South Philadelphia Girls high school, Philadelphia; Miss Anna B. Griscom, American Friends service committee, Moorestown, N. J.; Miss Nellie R. Wright, Wilson school, Philadelphia; Miss Anna L. Curtis, publicity secretary of the American Friends service committee, New York; Mrs. Rachel Davis-DuBois, National Child Welfare association, Philadelphia; Arthur H. Fauset, principal of Singerly school, Philadelphia; Robert L. Vann, editor of the Pittsburgh Courier, Pittsburgh, Pa.; Elmer T. Carter, editor of Opportunity, New York city; Dr. Carter C. Woodson, editor of the Journal of Negro History, Washington, D. C., and Dr. W. E. B. DuBois, editor of the Crisis, New York city.

IS BRYN MAWR SCHOLAR

MISS LILLIAN RUSSELL GETS BRYN MAWR SCHOLARSHIP VALUED AT $500.00

Guardian

Boston Mass.

9-20-30

Miss Lillian Russell, daughter of Dr. and Mrs. Alfred P. Russell, who was an honor graduate at the Boston Latin School in une, has been awarded the Bryn Mawr Scholarship—the highest award to any graduate of the Latin School. This honor was not unexpected as her close friends and classmates have been awaiting the announcement.

Richmond Barthe Gets Rosenwald Fellowship

Amsterdam News

N.Y.

10-15-30

New York

N.Y.

Richmond Barthe, sculptor, who worked and studied here last year but who is now in Chicago, has received a Rosenwald fellowship. Because of the praise of his work by two noted sculptors, Joe Davidson and Lorado Taft, who advised him to work by himself in the future, this fellowship has been granted Mr. Barthe to enable him to further develop his individual style. He has not decided whether he will use the award, which covers studio and living expenses, to work here or in some city abroad.

The Woman's City Club of Chicago recently presented a one man show of Mr. Barthe's sculpture and drawings. The exhibition was highly successful, and the artist received a number of commissions, including one from the Mount Glenwood Foundation, for which he will make a trophy for their five-mile cross-country run.

Mr. Barthe was born in New Orleans, but he went to Chicago to live when he was very young. His artistic ability was soon recognized, and he was given a scholarship at the Chicago Art Institute. His work has been placed in a number of outstanding exhibitions.

Slave Among First American Engravers

Negro World

Carved on Wooden Blocks First Illustrations for Boston Master

~~10-1-30~~

11-1-30

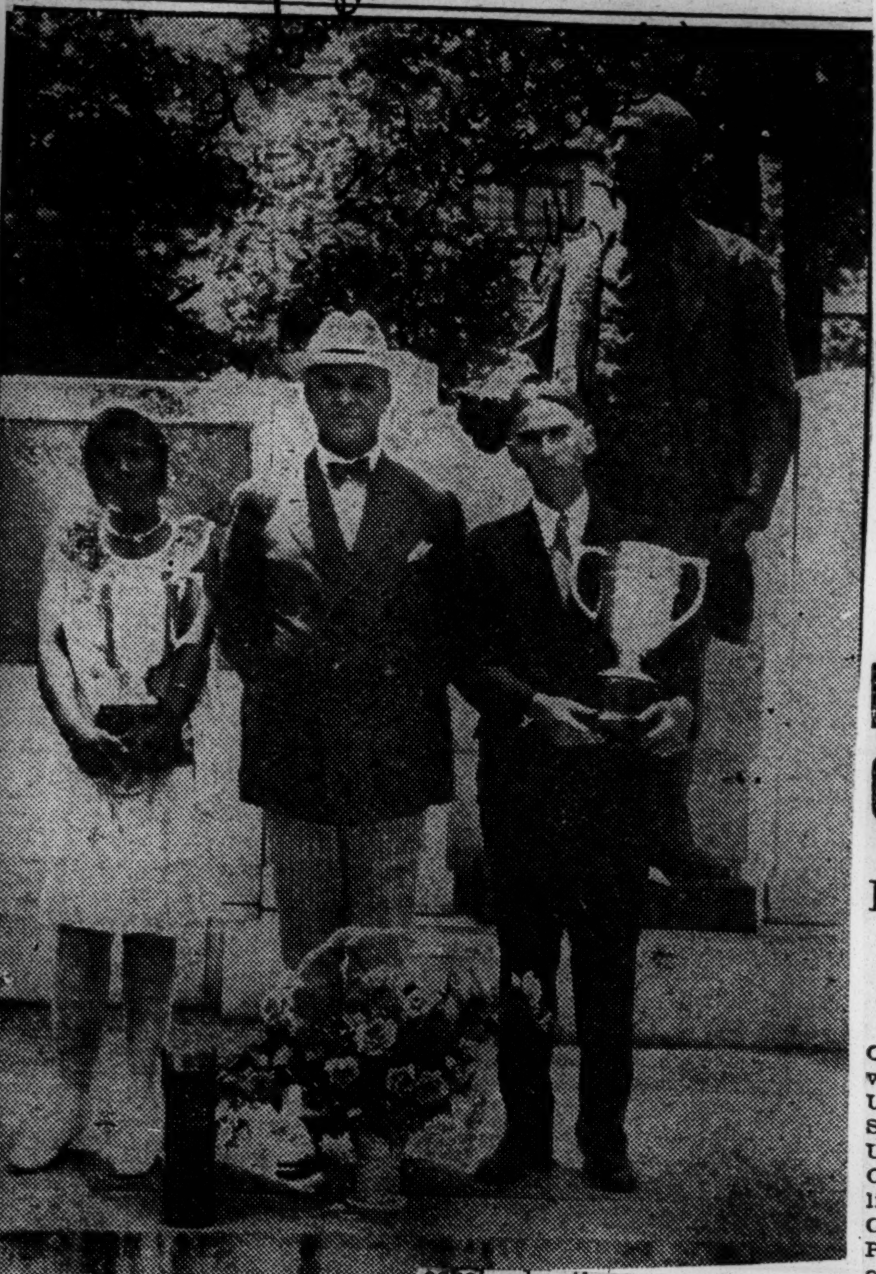
BOSTON, Mass.—Research by the division of information and publication of the George Washington bicentennial commission, has brought to light the fact that probably the first engraver in America was a Negro slave who lived here during the seventeenth century.

N.Y.

The "History of Printing in America," published in 1810 by Isaiah Thomas, refers to the engraver as "an ingenious man who cut on wood blocks, all the pictures which decorated the ballads and books of his master."

The man was owned by one Thomas Fleet, a printer. He was taught everything about printing that the master knew. But in the furthering of his artistic talent, he began engraving on wood blocks. Thus comes to us the beginning of art in Boston, through a slave, whose name is unknown, but who left two sons, named Caesar and Pompey, to carry on his art.

EQUAL EDUCATION FOR ALL



(Rocky Mount Telegram)

A picture appeared in the front page of The News and Observer that will create quite a stir before the last is heard of it. A white boy and a Negro girl stood on either side of Governor Gardner with awards they received for excellent work in contests in which they participated. The cup that the boy carried appeared to be no larger than the cup which the girl had in her arms. The boy stood squarely on both feet. The girl, typical of her race, stood on one foot. The boy held the cup rather proudly. The girl, again typical of her race, was more or less nonchalant about displaying it. The cups, in fact, were the same. The students won high school prizes for proficiency in preparing essays. Just back of Governor Gardner and the winners of the contests in the picture stood a piece of statuary reminiscent of the late Governor Charles B. Aycock who advanced the idea of equal education for all in North Carolina.

It is little wonder that the State of North Carolina is known as an advanced State. The idea exists that because eastern states have no "Jim Crow" laws they are more liberal with the Negro race than this state, but if one observes he will find that the idea is unfounded. North Carolina is a progressive state and her people are coming to realize that greater harmony between races is brought about when the good qualities of the Negro race are recognized and when the Negro is taught some of the responsibilities of citizenship. The Negro pays taxes. He is denied many privileges that the white man regards as inherent. We will not debate the justice nor the injustice of this. But North Carolina is a Christian state and its people profess to believe in the philosophy of the man whom they worship.

The Governor of North Carolina recognized the intellectual qualities of a Negro girl who was able, above all other Negro high school students in the state to prepare an essay on the values of the Governor's plan of living at home. The paper was weighted by capable judges and was found, regardless of its value, superior to all others submitted by her race.

Until the white man teaches the Negro, by precept and example, that race pride and responsible citizenship are productive of inter-racial harmony, we cannot expect that it will exist. And one of the great problems of this state, greater than roads and industries and schools combined, is the one of harmony between races. We feel that the cleavage betwene the races is definately established biologically and that nature has erected a barrier that will forever separate the races, regardless of what may occur in the future. Mexico, for example, bears out the assumption.

The recognition Governor Gardner gave the best contestants in the statewide effort deserves the approbation of every serious minded citizen.

DR. CALIVER GETS GOV'T. POSITION

Norfolk Journal & Guide

Had Accepted Howard "U" Post; Resigns

8-30-30

Norfolk, Va

NASHVILLE, Tenn.—Dr. Ambrose Caliver, who recently completed his work for the Ph. D. degree at Columbia University, has been appointed as a Specialist in Negro Education in the United States Bureau of Education. Dr. Caliver ranked first among the long list of applicants examined for the Civil Service competitive appointment. Professor Caliver is the first person to occupy the newly-created position.

The appointment came after he had accepted a teaching post at Howard University, which necessitated his resignation. Professor Caliver was formerly dean of Fisk University. His connections were severed in that capacity in April.

Duties Of Office

The duties of the incumbent of this office, as specified in the announcement of the position which was released by the Civil Service Commission, are: (1) Plan and carry out important research studies in the education of Negroes, especially of elementary grade; also in Negro secondary education, especially for those preparing to enter employment directly from high schools. (2) Study the work and organization of public school systems. (3) Study content of courses of study in such schools with a view to recommending changes that may be necessary to enable the schools to prepare colored pupils for effective citizenship. (4) Study communities to determine the nature of courses that should be offered in schools and localities. (5) Serve as consultant to school officials and make public addresses on Negro education before educational organizations.

Prof. Caliver Receives Government Appointment

Amsterdam News

8-27-30

NASHVILLE, Aug. 25.—Prof. Ambrose Caliver, who recently completed his work for the Ph.D. degree at Columbia University, has been appointed as specialist in Negro education in the United States Bureau of Education. This is a competitive civil service appointment. Dr. Caliver ranked first among the long list of applicants examined.

New York, N.Y

The appointment came after Prof. Caliver had accepted a teaching post at Howard University, which necessitated his resignation. He was formerly dean of Fisk University, but resigned in April of this year.

Colored Girl a Hostess In Edison Contest

Negro World

Miss Herbert, Daughter of Successful Business Man, is Among Highest Ranking Students

8-30-30

ORANGE, N. J.,—Miss Marion Herbert of this city was one of the 49 official hostesses selected to entertain the Contestants, who were here this week taking part in the competition for the Edison Scholarship. There were 49 Contestants, each one representing a State of the union.

New York, N.Y

The hostesses were chosen from the honor pupils from the schools of the Oranges. Miss Herbert is one of the highest raking students in the Orange High School. Her parents are among the successful business people of New Jersey, operating an exclusive Hand Laundry, which employs more than fifty persons.

Miss Herbert reports having a splendid time at the reception for the visitors.

Wins Scholarship

CLEVELAND, Oct. 31.—Joseph Roy Dorsey, 1442 E. 86th St., had the distinct honor of winning one of six fellowships granted by the Brush foundation Monday. The other five went to whites. All are members of the graduate school of Western Reserve university and will study in the division of health set up in the graduate school by joint action of the university and foundation. Dorsey, a graduate of Adelbert college of Western Reserve, will work for his master's degree in anatomy and psychology.

YOUNG NEGRO LAD WINS HIGH HONOR AT RUTHERS UNIV.

N.Y. Age

10-25-30

John H. Morrow II Gets Phi Beta Kappa With High Class Rating

New York N.Y.

Hackensack, N. J.—Last week the white press carried a dispatch from Rutgers University, telling of the supberb achievement of a Negro student there.

John H. Morrow II, 19 year old son of Rev. and Mrs. J. Eugene Morrow of Hackensack, a senior at Rutgers, was elected to Phi Beta Kappa, honarary scholastic fraternity.

This young man referred to as "the second edition of Paul Robeson," entered Rutgers in 1927 on a scholarship won in a competitive examination. From the start he excelled and was appointed to the honor school after his first term of his residence there. For the past three years his marks have averaged 94 plus. He majored in languages, and speaks and writes Latin and French fluently.

Mr. Morrow comes from a prominent family. His sister, Nellie K., was the first and only Negro school teacher in the city from 1924-1930. A brother, E. Frederick, formerly of Bowdoin college and a varsity debater there, first achieved national attention last year when an article of his, called "A Black Man in a White World," reached the white press via the Boston Globe. At present he is writing a first novel, "Desires Asunder." Another brother, Eugene jr., is in the government service.

Education - 1930

Scholarship and Other Distinctions.

GEORGIA NEGRO GIRL WINS HIGH HONORS

Constitution
5-29-30
Atlanta, Ga.

FORT VALLEY, Ga., May 27.—Curtis Miller, senior high school student of the Fort Valley High and Industrial School, H. A. Hunt, principal, delivering an original oration, "The Constitution and Slavery," won the $1,000 college scholarship prize in the Elks' regional oratorical contest held at Allen University, Columbia, S. C. Competing against state representatives from Florida, North Carolina and South Carolina, the Georgia young woman won the unanimous vote of all three judges, Dr. Sims, president of Allen University; Dr. Walkerson, president of State College, Orangeburg, and Attorney Frederick, of Columbia. Curtis Miller is the daughter of the late Ike Miller, a well known farmer of this section and she has received all of her scholastic training at the Fort Valley High and Industrial school. She won her way through the school and local contest, the state, and finally, the regional, coached by Dr. Frank Horne, of New York city, dean of the Fort Valley school.

In addition to the $1,000 scholarship award, Curtis Miller will have her expenses paid by the Elks to Detroit for the national contest held in conjunction with the grand lodge in August where she will compete for an additional $1,000 in cash prizes.

Howard "Prof" Elected To Sigma Xi

MADISON, Wis., May 15—Dr. Arnold H. Maloney, Indianapolis, Ind., an appointee on the faculty of Howard University, Washington, D. C., was elected to the University of Wisconsin Chapter of Sigma XI, national scientific research society last Monday.

Courier

Dr. Maloney holds a bachelor of science degree from the University of Cambridge, Eng., and the degree of medical doctor from the University of Indiana. He is at present pursuing studies towards the degree of doctor of philosophy in pharmacology.

5-17-30

Recently Dr. Maloney read a paper to the pharmacological section of the American Biological Association in Chicago.

Pittsburgh, Pa.

Dr. Maloney was for several years a member of the faculty of Wilberforce University, Xenia, O.

GETS HARVARD SCHOLARSHIP

Amsterdam News

First of Its Kind Given Negroes From Long Island

5-21-30

Gerald Maurice Williams, 17, a post-graduate of Newtown High School, Elmhurst, L. I., has been awarded a $450 scholarship to Harvard University, the first Harvard scholarship to have been awarded a colored student from Long Island.

Gerald was born at 18 Agate Court, Brooklyn, Dec. 25, 1912 and moved to Corona with his parents soon afterward, where he attended P. S. 92, an completed an eight-year course i seven years, graduating with the class of January, 1926. He entered Newtown High School the same year.

His meritorious work at Newtown

GERALD M. WILLIAMS.

earned for him the recognition of his fellow students and teachers to the extent of his being elected president of the senior class of January '30, of which he was also a graduate.

Young Williams was unanimously elected president of the French Club, serving in that capacity for three successive terms, during which time he was awarded two medals in French: one bronze for winning second place in the French contest for all city high schools held last year. and one silver for averaging the highest percentage in French for four years at Newtown.

Being elected into the Arista, the honor fraternity of the school, he earned a gold medal for creditable service in that club. He held membership in the A. B. C. Mathematics Club. Pes Gestal History Club, the Roosevelt Club and several music clubs, including the Harmonica Band.

Running being his chosen athletic venture, he was a member of the track team, and won his major letter in his second year at school. He made a specialty of the 100-yard dash, in which he won several medals, among them a gold medal, first prize from the Queensboro High School A. A. '29, and another first prize gold medal in the Daily Star 100-yard boys' run in 1929.

Mr. and Mrs. Charles L. Williams, Gerald's parents, have been residents of Brooklyn and now of Corona, where they have made their home for the past 16 years, living at 104-19 Thirty-fifth avenue.

Elizabeth, a younger sister of Gerald, is now a junior at Newtown High School and pianist of the school orchestra. Young Williams will study medicine when he enters college in September.

Two Negro Students Get Awards

Tribune

With Two White Students For Theme Work

Atlanta, Ga., May 20—Clarence E. Hammond, of Aiken, S. C., a student in Benedict College, Columbia, and Richard I. McKinney, of Morehouse College, Atlanta, were among four students of southern colleges this week receiving awards of $50 each offered by the Commission on Interracial Cooperation for the best papers submitted in the Commission's annual south-wide college competition for theses on "Justice in Race Relations." 5-22-30

The other two winners were Waldo Berlekamp of the University of Missouri and Vann Woodward of Emory University, Atlanta. Forty colleges were represented in the competition, the purpose of which was to focus the attention of college students upon practical phases of the south's race problems.

Morehouse College was a winner in this contest last year also, Neal Hughley, one of its students, receiving an award of fifty dollars.

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courier
5-31-30

Event Classed As One Far-reaching Significance

Pittsburgh, Pa.

CLEVELAND, O., May 29.—Truly the most remarkable event ever to be staged in Ohio, and possibly throughout America as far as Negro citizens are concerned, took place Saturday evening, May 24, here at Cleveland, when the citizens of Ohio, white and black, through a committee of which J. Walter Wills was chairman and Attorney Norman L. McGhee secretary, awarded parchment scrolls of distinction to six Negro leaders for their outstanding achievements. The six men to receive the award were Robert S. Abbott, Chicago; John R. Hawkins, Washington; Alexander H. Martin, Cleveland; Anthony Overton, Chicago; Emmett J. Scott, Washington, and Robert L. Vann, Pittsburgh.

Never before has such a galaxy of notables assembled to be honored and to do honor to men of the Negro race who have done and are doing so much to advance a people they so worthily represent. Hundreds of letters, telegrams and long-distance messages brought additional sentiments of appreciation of the recipients of the award.

The resolution of the committee of award, upon which J. Walter Wills Sr., Norman L. McGhee, Luther R. White, Ormonde A. Forte, Charles H. Garvin, William R. Green, LeRoy N. Bundy, Lawrence O. Payne, Clayborne George, Harry E. Davis, Perry B. Jackson, R. K. Hodges, William R. Stewart, Charles W. Chestnut, George P. Baer, William R. Conners, C. K. Gillespie, Roger N. Dillard, James P. Foote, Roddy K. Moon, W. P. Dabney, H. D. Whitaker, W. A. Method, W .B. Suthern, John P. Green, Harrison W. Ewing, Thomas M. Kennedy, Russell S. Brown, R. T. Wise ,J. E. Wallace and Alex Bernstein served, reads as follows:

> "Believing that recognition of meritorious service in worthy fields of endeavor is in itself an incentive to yet greater effort, and, further,
>
> "Believing that such recognition serves to inspire the coming generation,
>
> "The citizens of Ohio have selected from a growing line of leaders who have rendered and are rendering exceptional service in their respective fields as worthy of marked commendation and honor, and hereby authorize the presentation to Robert S. Abbott, Chicago; John R. Hawkins, Washington; Alexander H. Martin, Cleveland; Anthony Overton, Chicago; Emmett J. Scott, Washington, and Robert L. Vann, Pittsburgh, suitable scrolls indicative of their outstanding achievements."

Excerpts from a letter by Newton D. Baker, former secretary of war, referred to the achievements of Emmett J. Scott as follows:

My dear Mr. Wills:

I deeply regret that a recent illness from which I have not yet adequately recovered prevents my having the pleasure of attending the dinner in appreciation of outstanding achievements which is to be held tonight.

I note that Mr. Emmett J. Scott is to be one of the speakers. During the war Mr. Scott was attached to the office of the secretary of war to deal with war problems which peculiarly affected the Negroes of America. Constituting a very substantial element of our population, the American Negro had especial questions in his mind about the American war effort and his relation to it. With splendid loyalty to his country and to his own people, and with fine intelligence, Mr. Scott took the burden of answering these questions and explaining the situation to a people whom he knew. The result was that there was no division among us during those trying times along racial lines.

I have always felt that the great service of this man was a substantial contribution to the harmony of feeling and good will which was so essential to the presenting of a united front by our people in the great test which America faced.

Sincerely yours,
(Signed) NEWTON D. BAKER.

The program for the occasion included a statement from Charles W. Chestnut setting forth the fitness of the testimonial; presentation of the achievements of Robert S. Abbott and Robert L. Vann by Mayor Arthur R. Johnston and Ormond A. Forte; presentation of the achievements of John R. Hawkins by William R. Conners; presentation of the achievements of Alexander H. Martin by Lewis Drucker; presentation of the achievements of Anthony Overton by J. E. Hubbard; presentation of the achievements of Emmett J. Scott by Dr. Charles H. Garvin and Norman L. McGhee.

Following the presentation, parchment scrolls of distinction embodying the accomplishments of the recipients were conferred upon John R. Hawkins by Councilman Clayborne George; to Emmett J. Scott by Hon. Harry E. Davis, and to Alexander H. Martin by Rev. Russell S. Brown. The award to Robert L. Vann and Anthony Overton were made in absentia.

All present upon the occasion was Wendell Phillips Dabney of Cincinnati, who, along with Alain LeRoy Locke and Arthur Schomburg, was the recipient of like honors some three years ago. J. Walter Wills Sr served both as host and toastmaster for the occasion.

New Orleans Shoeman Wins National Prize

Defender
4/26/30
Chicago
Ill

NEW ORLEANS, April 25.—The third annual shoe repairers and dealers exposition held in Philadelphia has awarded a second prize and diploma to Joseph Vaughn of 3101 Carondelet St., prominent shoe repairman in the "repaired shoe contest."

The management of the exposition stated in announcing the award that Mr. Vaughn's work was selected over four thousand entries received from all sections of the country. Only 5 per cent of the entries received prizes.

Mr. Vaughn, who is 33 years old, worked for [illegible] years to secure experience in his vocation. He has been in business for eight years, although he had to stop school at an early age. His wife, Mrs. Beatrice Bell Vaughn, former local public school teacher, is his able assistant.

DR. MALONEY IS HONORED

Argus 5-1-30
St. Louis mo

MADISON, Wis., May 8—(ANP) A. H. Maloney, M. A., M. D., Fellow in Pharmacology, at Wisconsin University and professor-elect of Howard University School of Medicine, was elected a member of the Wisconsin Chapter of Sigma Xi. This is the National Scientific Research Fraternity, membership in whose ranks being determined by creative activity in scientific research.

AT AGE OF 75, OBSERVES 50TH YEAR AS TEACHER

St. Louis Argus
5-30-30

ORANGE, Va., May 28—Miss Isabella Lightfoot Thursday celebrated the completion of her fiftieth year as a teacher in the schools of Orange County. The Hampton Training School graduate is 75 years old. She announced that she intended to make a state drive for funds for erection of an industrial training school.

The golden celebration of Miss Lightfoot's teachership was held at Tatum Colored School and was attended by high education officials as well as scores of her friends. Her co-workers presented her with a $20 gold piece, and county school officials gave her a gold pin. Many other gifts were bestowed. Miss Sarah Reid, who has taught 35 years, presided.

Tuskegee Faculty Members Receive Scholarships For Advanced Study

Courier
5-31-30
Pittsburgh Pa.

TUSKEGEE INSTITUTE, Ala., May 29—Scholarships for advanced study have been granted to eight members of the Tuskegee Institute faculty by the general education board and the Julius Rosenwald fund.

Monroe N. Work, director of the Institute department of records and research, and editor of the Negro year book, will continue and enlarge upon a study of the cultural implications in the changes by race of populationand of land tenure in the counties of the south. Mr. Work has already begun research in this field, which he will complete at the University of Chicago, under a grant from the Rosenwald fund.

Others who received grants from the Rosenwald fund include Walter L. Williams, for study in library science at the University of Illinois, and Miss Mary E. Williams, for study in public health nursing at Harvard University; J. L. Anderson and A. P. Mack, in technical arts.

General education board scholarships were awarded to Miss Alva B. Hudson, education; John T. Williamson, chemistry, and Joseph E. Fuller, mathematics.

The instructors who received the grants were guests of honor at a banquet Tuesday evening tendered them by the college faculty of Tuskegee Institute. Brief talks were made by the guests, W. T. B. Williams, dean of the college; R. C. Atkins, director of the agricultural department; Mrs. Atkins, Miss Sue Elliot, Miss Freddie Mae Hill and A. Henningburg, who acted as toastmaster.

TUSKEGEE TEACHERS GET SCHOLARSHIPS

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Birmingham Reporter

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5-31-30

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Sydney McDavid Wins Honors at Columbia College of Pharmacy

Age
6-7-30
New York, N.Y.

Sydney S. A. McDavid, of 859 Home street, The Bronx, a former violin pupil of the David Johnson Studio, 66 West 140th street and at present employed in a photographic studio, downtown, has also taken the full course offered by the College of Pharmacy, Columbia University, graduating on May 29, 1930.

Mr. McDavid was second highest honor graduate in a class of thirteen, and was a triple medal winner. The highest honor was the Westchester County Pharmaceutical Association Prize, a gold medal awarded to that member of the graduating class who obtained the highest general average in practical laboratory work during three years. He won the Trustees Special Prize of $100 for best rating in competitive examination in Department of Pharmacy, and a silver medal for ranking second on the honor roll.

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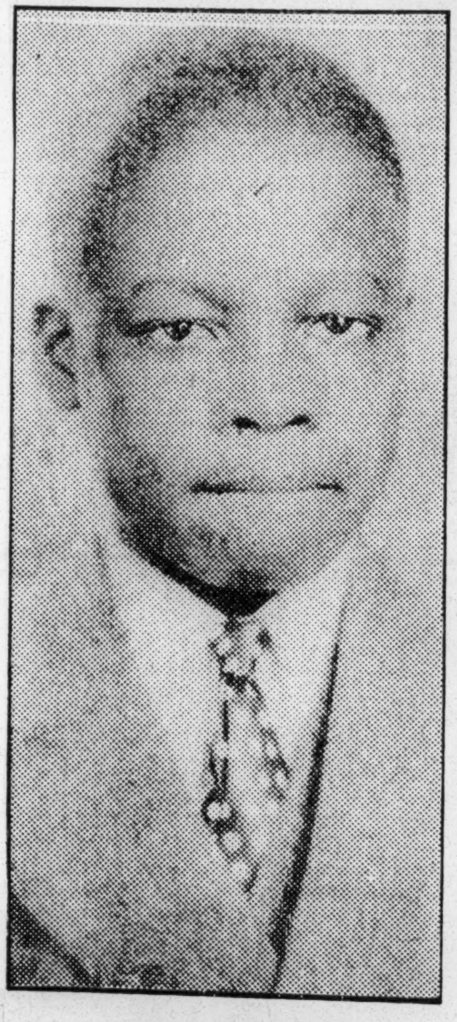
14 Year Old Ohio Lad Class Valedictorian



ROBERT COLEMAN

Cleveland Prodigy Completes Four-Year Course In Three Years — Averages 94 Per Cent—Then Wins Elks' Oratorical Contest

Courier
Pittsburgh
6-7-30
Pittsburgh Pa

CLEVELAND, O., June 5—Possessing an average of 94 per cent in all of his subjects, Robert Coleman, age 14, of 2314 E. 43d street, was awarded the valedictorianship at Central High School last week after completing a regular four-year scholastic course in three years. In addition, Coleman won the sectional oratorical contest held under the auspices of the local Elks here Saturday night.

Robert, although brilliant in his studies, is shy and unassuming.

Praised by Teacher

One of Robert's biggest helpmates has been Miss Helen Chesnutt, his homeroom teacher. She was eager to tell about Robert when interviewed by a reporter.

"Robert is one of the most remarkable boys I have ever taught," she declared. "Latin and mathematics, which are usually the most difficult subjects to teach, are his favorites. He seems to grasp the most complicated assignments with amazing swiftness. To me, he is a genius," she concluded.

Robert plans to enter either Howard University or Western Reserve University. His ambition is to be a teacher.

Wins Oratorical Prize

Coleman thrilled Clevelanders with his eloquence and forensic ability Saturday night in winning the first prize in the big Elks' sectional oratorical contest, held here Saturday.

His victory enables him to compete in the state contest at Dayton. Victory in the Dayton contest will make him eligible to compete in Louisville, Ky,, where he may receive a scholarship, to be extended on the basis of a successful college record in his first year.

Wins 2d Prize in Molding Contest

Chicago Defender
6-7-30

[Chicago Defender Press Service]

Chicago, Ill

EAST CHICAGO, Ind., June 6.—Elijah M. Wilkinson, 457 Vernon Ave., has just been notified that he won second place in the national molding contest for apprentices held by the Foundrymen's association at Cleveland, Ohio, on April 29. Wilkinson is one of the 70 apprentices in the employ of the American Steel Foundries of this city. In this contest each apprentice submitted a casting made by himself. The contestants were graded on four elements—time, workmanship, construction and appearance.

Young Wilkinson lives with his mother, Mrs. Rena Wilkinson, a widow, who is raising a family of seven children, and is entitled to great credit for holding her family together and keeping her children in school in spite of many hardships.

Education-1930

Scholarship and Other Distinctions.

WINS ELKS REGIONAL ORATORICAL CONTEST

St. Louis Argus

5-30-30

MISS CLARICE DREER

St. Louis, Mo

Miss Clarice Dreer, a senior of Sumner High School and the representative of Missouri, won a thousand ($1,000) dollar scholarship offered by the Negro Elks of America. Thus she won the right to compete in the national contest, the final, which will be held in Detroit, Mich. during the month of August. The winner in the final will receive a cash prize of five hundred $500) dollars; in addition to a thousand ($1,000) dollar scholarship. The other contestants will receive one hundred ($100) dollars each.

The regional contest was held Monday night, May 26, at Topeka, Kans., in convention hall as a feature of the Middle Western Association of the I. B. P. O. E. of W.

The other contestants were representatives of Utah, South Dakota, Iowa, Nebraska, Kansas, Arkansas and Oklahoma

This is the first time a St. Louis girl has won this honor.

Miss Dreer plans to study art at the University of Pennsylvania.

Her mother, Mrs. Mary T. Dreer, accompanied her on the trip to Topeka.

Her coaches were her father, Mr. Herman Dreer, a teacher at Stowe Teacher's College, and Charles H. Anderson of the English Department of Sumner High School, to both of whom she expresses great thanks for their faithful assistance.

AWARD SCROLLS OF DISTINCTION TO SIX LEADING RACIAL FIGURES

Cleveland, Ohio, May 28.—(A. N. P.)—Aruly the most remarkable event ever to be staged in Ohio, and possibly throughout America, as far as Negro citizens are concerned, took place Saturday evening, May 24, here at Cleveland, when the citizens of Ohio, white and black, through a committee of which J. Walter Wills was chairman and Attorney Herman L. McGhee, secretary, awarded parchment scrolls of distinction to six Negro leaders for their outstanding achievements. The six men to receive the award were Robert S. Abbott, Chicago; John R. Hawkins, Washington; Alxander H. Martin, Cleveland; Anthony Overman, Chicago; Emmett J. Scott, Washington, and Robert L. Vann, Pittsburgh.

Never before has such a galaxy of notables assembled to be honored and to do honor to men of the Negro race who have done and are doing so much to advance a people they so worthily represent. Hundreds of letters, telegrams and long distance messages brought additional sentiments of appreciation of the recipients of the award.

Birmingham Reporter

5-31-30

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Birmingham, Ala.

Also present upon the occasion was Wendell Phillips Dabney, of Cincinnati, who along with Alain LeRoy Locke and Arthur Schomburg, was the recipient of like honors some three years ago. J. Walter Wills, Sr., served both as host and toastmaster for the occasion.

RACE STUDENT WINS HONORS AT IOWA

IOWA CITY, Ia., May 29—When Louis Braxton White received his diploma at the coming June commencement exercises, he will complete one of the most brilliant careers of any race student ever to matriculate into the State University of Iowa here.

Pittsburgh Courier

5-31-30

Pittsburgh, Pa.

White entered the university in 1926 after receiving an Alpha Phi Alpha (Epsilon Lambda Scholarship). Shortly thereafter he was named the University delegate to the Milwaukee Student Conference. He spoke at the State Student Volunteer Confidence in 1930, broadcast over station WSUI, contributed to "Hawk Wings," the school's literary magazine, was president of the Cosmopolitan Club, Student Forum and president of Alpha Theta Chapter of Alpha Phi Alpha and later state director of education activities for Iowa for the fraternity.

The signal honor of being elected to Phi Beta Kappa, national honorary scholastic society, was accorded White—the first race man to receive this honor since S. Joe Brown of Des Moines made it in the 80's—and was the only race soccer player in the Big Ten as a member of the University of Iowa soccer team.

Mr. White hopes to go into social service work after his graduation.

Gets Phi Beta Kappa Key at U. of Iowa

Defender

6-14-30

Chicago, Ill.

DES MOINES, June 13.—Louis B. White, who received his A. B. degree at the University of Iowa, has the added distinction of being the first Race student at the university to be awarded a Phi Beta Kappa key since Attorney S. Joe Brown received his key 30 years ago.

Mr. White, during his university career, was a member of the student conference, Y. M. C. A. cabinet, interracial council and was a player on the university varsity soccer team. He is a member of the Alpha Phi Alpha fraternity.

Indianapolis University Confers High Distinction on Colored Graduate From Louisville

Louisville News

6-7-30

Louisville, Ky.

MISS WILLIE I. RAYNES

Miss Willie I. Raynes, daughter of Mrs. Virginia Alexander, principal of Jeffersontown School, graduates in her 20th year from Indiana University with cum laude distinction and awarded the Phi Beta Kappa key, Miss Raynes is the first colored girl to receive through that key, an open door into the mystic charmed circle of national scholars. She is one of the very few colored students to receive such high honors from a high grade class A institution. A colored student to win such recognition from eminently and scholarly doctors of education, must undoubtedly be an A grade scholar throughout her career.

The educational circles of Louisville were astounded when news flashed over the wire from Indiana University that Miss Raynes headed the lists of graduates. Immediately every one claimed her "our Willie" who graduated from Central High School—1925 1-2 and who now brings to her alma mater the laurel wreath of victory.

Miss Rayne was reared in the Sunday School and Choir of Church of Our Merciful Saviour and is regarded as the counter part of Longfellow's Priscilla, "brilliant but modest and sweet."

Immediately following the telegraphic news of her wonderful achievement the following message was sent to Bloomington:

Miss Willie I. Raynes,
318 North Brant St.,
Bloomington, Ind.

Your many friends rejoice in your achievement. To win the Phi Beta Kappa key in a high grade university like Indiana is a distinct honor, not only to yourself, but to your race. Indiana Grads who know what scholarship there means, acclaim your superior attainment. Come home, your achievement is worthy of recognition, and stamps you as a model or youthful imitation.

A. E. Meyzeek, Franklin P. Smith, George H. Brown, I. W. St. Clair, Gladys Williams, Henry Wilson, A. T. Woolridge.

To the Indiana Grads:

Dear Friends: I certainly appreciated your congratulations. I feel that I am only trying to carry on the good work that you had already already started at Indiana and if I have done anything at all, it is partly due to your successful paving the way for the future Negro students. With many thanks I remain,

Yours sincerely,

WILLIE I. RAYNES.

Honorable mention at graduation also goes to Roberta Jetton and Zelma Fuller.

These three girls are representative of the new Negro in northern schools where opportunities are equal.

Blanch Moody now attending Indiana University, wins a place in the university orchestra by reason of her superior musical attainment. She is the first Negro girl to be awarded such distinction. Louisville is justly proud of her daughters.

They are certainly entitled to a citizen's reception.

INDIANAPOLIS, IND.

Star

JUN 3 - 1930

Winner in The Star's Book Review.

(Photo by Star Staff Photographer.)

ANNA DUNSON.

Anna Dunson, an 8b pupil in No. 23, won a $1 prize in The Star's sixteenth book review contest for boys and girls of Indianapolis grade schools. She wrote on Schram's "Olaf, Lofoten Fisherman." Anna is 14 years old and lives at 350 Middle street. She is the sixth pupil of a Negro school to win a prize in the series. Here is what she wrote:

Little Olaf, a Norwegian doctor's son, was happy enough playing with his little sister Kari until the codfish season opened. Then he dreamed, talked, and looked forward to the time when he would be old enough to go to the Lofoten islands and experience the thrills that come to a Lofoten fisherman.

At last the opportunity came. His father was to be the fishery doctor at Lofoten, and little Olaf was to accompany him. Olaf and his cousin, Frederick, visited the fish station where they saw much that was new and learned many strange things about the codfish industry.

The seventeenth contest, which closes the book review series, ended Saturday. Winners will be announced in The Sunday Star and the last group of reviews will be published next week.

IOWAN
IOWA CITY, IA.

JUN 4 - 1930

Negro Achievement

THE 1930 Pulitzer prize play, Marc Connelly's The Green Pastures, is still enjoying a good run in New York—and its cast is entirely Negroes.

As Struthers But has commented, a play in manuscript is like a house in architect's blueprint. The real thing appears on the stage. With Marc Connelly directing, a cast of Negroes gave the performances which stamped this play as best over a year's period.

The only conclusion is that these Negroes must be good actors—no, more than that, excellent actors. It is not only that the all black cast is so unusual or that the power of Roark Bradford's Bible motif—the play is taken from *Ol' Man Adam an' His Chillun*—is so great. Were colored dramatic talent lacking the play would be a flop for very practical reasons.

Only within the last decade has the Negro approached in America a realization of his latent ability. In poetry, fiction, sculpture and art of all kinds he has made as definite a contribution as that of the Negro spiritual or the Stephen C. Foster plantation melody in music.

In talking pictures there has been increased use of Negro characters, not so much as butts for jokes or villians but more for their talent. The Negro can make a rich contribution to American art as a whole. It is good that he should have the chance.

Magna Cum Laude

Chidnoff Photo.

Asa T. Spaulding.

Amsterdam News
6-11-30
New York N.Y.

When the commencement exercises are held today at New York University, the degree of bachelor of science in accounting will be conferred upon Asa T. Spaulding of Dunham, N. C. He holds the distinction of being the first Negro to be graduated from this particular school magna cum laude. Besides being the second Negro elected to Delta Mu Delta, honorary scholastic society, he is one of the three members of the executive committee.

Mr. Spaulding, nephew of C. C. Spaulding, Durham financier, holds a position in the finance department of the North Carolina Mutual Life Insurance Company. He was here on a leave of absence, and this year he studied at the university on a Gary scholarship. Mr. Spaulding leaves the city tonight to resume his work in Durham with the insurance company.

Phil Edwards of track fame, Louis M. Hickman of Oklahoma, Armos Buck, Theodore S. Botts, Clifford Hankins, Roland Johnson of Brooklyn and Miss Esme Dear are the other Negro graduates in this year's class in the School of Commerce.

Graduates Awarded Columbia Diplomas

Amsterdam News
6-11-30
New York, N.Y.

Bronx Student Captures Honors at School of Pharmacy

New York's colleges and universities began last week to pour out a flood of graduates. Columbia University conferred numerous degrees upon Negro students, some of whom won signal honors.

The only Negroes in a class of two hundred and nine graduates, Sydney S. A. McDavid, 801 Freeman street, the Bronx, and Eulalie Ravina Matthias, 226 West 123d street, received the degree of Ph.G. from the Columbia University College of Pharmacy at the commencement exercises last week.

Mr. McDavid, a native of British Guiana, received three prizes for the excellence of his work in the pharmaceutical department. These awards were a gold medal awarded by the Westchester County Pharmaceutical Association to the student having the highest average in practical laboratory work for the three years of the course; a silver medal awarded by the Alumni Association to the student attaining second place on the college honor roll, and a prize of $100 awarded by the trustees of the college for the best rating in competitive examinations.

Miss Matthias is a graduate of Wadleigh High School. Changing from her original plan to take a premedical course, she enrolled in the College of Pharmacy three years ago. Miss Matthias is engaged to Kasper Mannix and will be married the last week in June. She expects, however, to continue her career as a pharmacist.

Other graduates of Columbia were:

M.A.—Edna Harris; English: Thelma I. Henderson; English: Rosita Simmons; Sylvia Coleman, Frances A. Sanders, Ethel Taylor, educational; Idella Tyler, Adell De Boe, Alice Shields, Zelma Redman, psychology; Esther Swann, English; Jessie Wyche, English.

B.A.—Janie B. Cunningham, Helen Tyler, Wilton Weston and Jessie Bennett.

Cooper Union

Amsterdam News
6-11-30 N.Y.
New York

Commencement exercises were held yesterday at Cooper Union, Fourth avenue and Eighth street, and on that occasion certificates were awarded Misses Ruth Caver of the Decorative Designing Department; Willie Hoke and Esmay Bowary of the Costume Designing Department.

Miss Caver, who comes from Little Rock, Ark., has won a silver and bronze medal and four prizes during the three years she has studied here. She plans to take further courses at the institution in the fall.

She's a Master

Evelyn Lewis Mahood.

Amsterdam News
6-11-30
New York, N.Y.

A master's degree in physical education was conferred last week by Columbia University upon Miss Evelyn Lewis, daughter of Mr. and Mrs. J. H. Mahood of Flushing, L. I. Miss Mahood, a teacher at P. S. 122, Astoria, L. I., studied for her degree at Teachers' College of Columbia. She was graduated from Hunter College in 1927.

Education-1930

Scholarship and Other Distinctions.

U. of C. Student Found to Be an African King

(Photo on Picture Page)

Defender 1-11-30 Chicago Illinois

For several years Chicago has had a king within its gates, but Chicago didn't know it. This week, as he left on an expedition to Africa with Prof. George Herzog, research associate in the University of Chicago, it was revealed that Charles G. Blooah, unassuming student, recognized as one of the most brilliant persons on the campus, was none other than the lawful heir to the great nation of the Grebos of West Africa.

While a student at the university, Mr. Blooah, who also assisted Prof. Edward Sapir in the department of anthropology, wrote a dictionary of the Grebos language, the first to be written. It will prove of inestimable value to the expedition, which will spend most of its time at Nimiah, the home of the Grebos, where important data in old African culture will be gathered.

Mr. Bloeah was well known in Chicago, although it was not revealed by him that he is heir to a throne. He was a member of the Chicago branch of the Association for Study of Negro Life and History, attended several of its meetings and gave talks on African culture. He also visited The Chicago Defender office, where he outlined plans for writing exclusively to this paper of his life and return to Africa Upon his departure from Chicago Mr. Blooah admitted to friends that he ran away from Nimiah when he was 14 and that his younger brother took the throne which he had abdicated. The University of Chicago has granted him a degree of doctor of philosophy.

AFRICAN PRINCE GOES BACK HOME A PH. D.

Charles G. Blooah Resigned W. African Throne to Study Here in America.

COMPILED DICTIONARY

Chicago University to Collect Data Among Tribe.

Afro American 1-11-30 Baltimore

CHICAGO. — Charles G. Blooah, who forsook the throne of the nation of Grebos on the West Coast of Africa to become a student at the University of Chicago. where he secured a Ph.D., is returning soon to his native land to do research work in the tribe.

By heritage, Blooah is king of the Grebos tribe who live at Nimiah, West Africa. But when he was fourteen he ran away from his royal destiny and sought a college education. His young brother ascended the throne.

Blooah came to the University of Chicago. One day while he was setting pins in a university bowling alley, Dr. Edward Sapir, professor of anthropology, overheard him speaking the obscure and difficult Grebo language. The professor became interested in him and assisted in his development.

He has been writing a dictionary of his native tongue for the university. Blooah and Dr. George Herzog, research associate in the university, are going to Nimiah where they will make phonograph records of the way Blooah's former playmates talk and to gather other scientific data.

Dr. King Goes Abroad

Gammon Professor Will Study In England

Tribune 1/9/30 Savannah Ga.

Atlanta. Ga., Jan. 7—Dr. Willis King, professor of Old Testament and sociology at Gammon Theological Seminary, sailed for England on January 3rd for six months of post graduate work in Oxford University. Some months ago the Rosenwald Foundation awarded Dr. King a fellowship making the study possible, and the Gammon board of trustees voted him a sabbatical year, that he might take advantage of the opportunity.

Left an orphan at an early age, and without resources, Dr. King has been remarkably successful in achieveing a career of distinction and usefulness. An A. B. graduate of Wiley College. Texas, he took several years of post graduate work in Boston University, leading to the degree of master of arts and doctor of philosophy. Meantime, he was earning his support by pastoral work. For the past eleven years, Dr. King has occupied a chair in Gammon Theological Seminary and has been given wide recognition in educational and religious circles. He has been twice a member of the General Conference of the Methodist Episcopal Church, has served on many church boards and commissions, and in 1922 was one of the American delegates to the World Student Federation meeting in Peking, China.

WINS $1000 SCHOLARSHIP

Argus 1-3-30 St. Louis, Mo.

MISS HAZEL E. BROWN

Photos By Ellis

GETS HERO MEDAL FOR SAVING GIRLS FROM AN ATTACK

Iowa Man Who Slew White Man To Save White Girls From Attack Is Honored

Whip 2-8-30 Chicago

SOUIX CITY, Ia., Feb. 5.—David Tapley, 45 year old packing house worker, who saved two young white girls from criminal attack by two white morons last summer, was awarded a hero medal by the Knights of Columbus of this city, and was rated as the greatest local hero of 1929. Tapley, who is now living in St. Paul, Minn., was invited back to this city to be the guest of honor at a banquet which was attended by the leading Catholics and public officials of the city, at which the medal was presented

On the night of the attack, Tapley, who lived in a shack near the river was attracted to the river bank by the screams of two young women. Arriving on the scene, he discovered two young white girls struggling in the arms of two white men with whom they had gone for a drive, and who had brought them to this lonely spot and had attempted to attack them. Tapley went to their assistance and knocked down one of the men, when the other drew a knife and rushed at him. Tapley was wounded in the fore arm, but managed to wrest the knife out of his assailants hand and in the struggle with the two men which followed one of them was fatally wounded.

Tapley returned the girls to their homes, and surrendered to the police, but was released on bond. Later he was exonerated by the coroner. He was given a better position in St. Paul by the father of one of the girls where he went to make his home.

COLORED ORATOR CONTEST WINNER AGAINST WHITES

Informer 2-8-30 Houston Texas

Detroit, Mich.—(ANP)—Upholding a cause which he believed in, Theodore Mason Howard, a student of Union College, Nebraska, entered the finals of the oratorical contest conducted by the Anti-Saloon League of America in this city Friday and eloquently spoke his way to victory.

The subject was "Ten Years of Prohibition."

Prior to coming to coming to Detroit, Howard had won the right to represent his college where he is the only colored student, then had won the statewide contest in which student orators from six Nebraska colleges competed and was finally chosen to come to this city to compete in the national finals.

He discussed the economic, the social and moral, and the educational condition of the American people after ten years of prohibition.

He gave it as his conviction that the people had benefitted through prohibition in all these respects and concluded with the charge that "To recommit this government to the bondage of the old liquor regime, in the light of the remarkable improvements that has been our good fortune during the past ten years, means to recommit this country to a condition which reason cannot defend, nor the sword of man justify in the field of moral battle."

FORMER SAVANNAHIAN GRADUATES FROM MASSACHUSETTS HI. SCHOOL

Tribune
2-13-30
Savannah
Ga.

News has just been received in the city of the graduation of Miss Maud Izetta Duncan on January 27 from the Technical High School of Springfield, Mass. This is one of the senior highs. In Miss Duncan's class there were 96 graduates of which she was the only colored and coming out with one of the highest honors ever made here leading her class. Miss Duncan is the daughter of Mr. and Mrs David A. Duncan, Jr., former Savannahians and are relatives of Mrs. Margaret D Mitchell and Mr and Mrs. James F. Butler. The relatives and friends of the family are very proud of this young woman and wish for her much success. Miss Duncan will go to Washington, D. C., next fall to continue her studies.

More Honors For Negro Scientist, Howard Teacher

Informer
3-15-30
Houston, Texas

Washington, D. C.—Dr. Ernest E. Just, head of the department of zoology at Howard University, is one of the six additions to the editorial board of the Biological Bulletin. The six include: E. N. Harvey, Princeton University; Selig Hecht, Columbia University; H. S. Jennings, Johns Hopkins University; E. E. Just, Howard University; G. H. Parker, Harvard University; Alfred C. Redfield, Harvard University.

In a current issue of the publication are three articles by Dr. Just: "Initiation of Development in Arbacia, VI;" "Effects of Low Temperature on Fertilization and Development in the Egg of Platynereis Megalops," and "Hydration and Dehydration in the Living Cell, II." Upon his return from Germany, where he is guest investigator in the Kaiser Wilhelm Institut fur Biologie, Berlin-Dahlm, Dr. Just plans to write several articles on various phases of biology for popular publications.

HONOR TO MISS PICKENS

Guardian 3-15-30

GIVEN "S" AMID CHEERS AT SMITH. — HARRIET PICKENS FIRST OF RACE TO RECEIVE PIN, LOUDLY APPLAUDED AT CHAPEL BY OTHER STUDENTS.

NORTHAMPTON, March 13, 1930.—A colored girl, for the first time in the college's history, has been given a coveted award at Smith College. Harriet Pickens, daughter of a colored professor and author, William Pickens, was the recipient this morning of an "S" pin, one of six awarded.

This is the highest honor that can be bestowed upon those doing athletic work. Miss Pickens lives at 260 West 39th street, New York city.

The pin was presented to her before the student body by Miss Dorothy Ainsworth, associate professor of physical education, at the chapel service this morning and the presentation was received with loud cheers and applause by the student body. Miss Pickens smiled when she received the pin and appeared to be very happy.

Boston, Mass.

Prof. Pickens, her father, has been field secretary of the National Association for the Advancement of Colored People. He is a graduate of Yale and the holder of a Phi Beta Kappa key. He was at one time a professor at Tallabega College in Alabama.

The other girls who received the pins were Penelope Crane of Buffalo, Shirley Eddy of West Newton, Emeline Shaffer of New Haven, Lorna MacDonnell of Pasadena, Calif., and Katherine Park of Englewood, N. J. The last two are juniors. The others are seniors.

The pins are awarded to the students who achieve the greatest progress in raising the standard of sportsmanship in college. Miss Pickens' particular field was basket-ball. She was the senior basket-ball representative this year on the Athletic Association Council.

J. H. DICKERSON RETIRED AFTER 40-YEAR SERVICE

Age

Was Bookkeeper Mutual Life Ins. In Brooklyn For That Time

3-15-30
New York N.Y.

After over forty years of loyal, faithful and efficient service John H. Dickerson, one of the outstanding citizens of Brooklyn, has been retired by the Brooklyn office of the Mutual Life Insurance Company.

Mr. Dickerson had the distinction of being the only Negro who was a bookkeeper in the local office of any of the insurance companies.

Mr. Dickerson, who resides with his family at 21 Douglass street, went with the Mutual Life Insurance Company shortly after graduating from the Boy's High School. At that time the school was located at Court and Livingston streets. He was among the first Negro boys to graduates from this high school.

While applying himself to the task of making good on his job Mr. Dickerson took an active interest in church affairs, and shortly after becoming twenty-one years old he took he took an active part in civic, political and literary work. Later on in years he took an active interest in fraternal organizations.

Active In Politics.

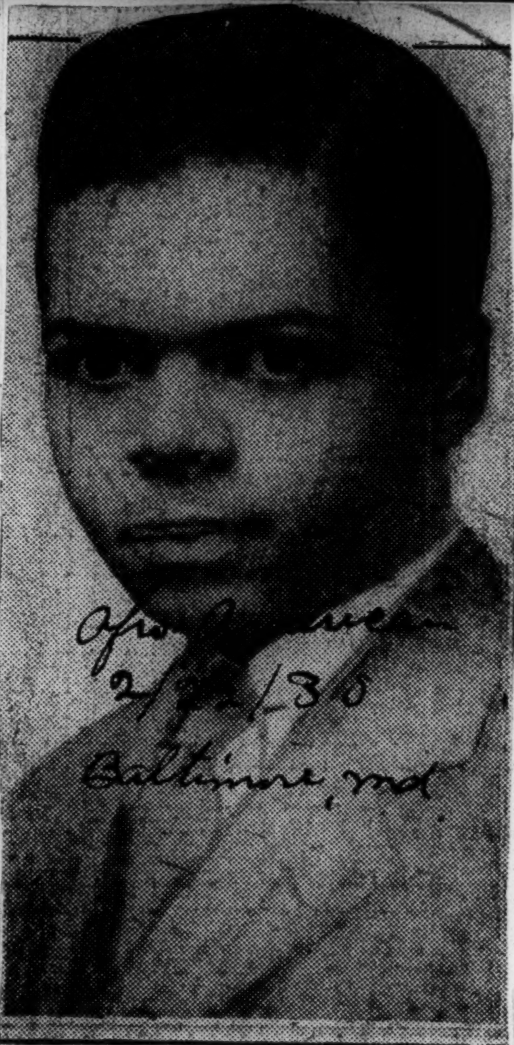
Most of his life Mr. Dickerson has lived in what is now known as the Eighth Assembly District, and has been active in the politics of the district. He was a member of the Henry Highland Garnett Republican Club until its disbandment. After that he became a member of the King's County Colored Republican organization and acted as its treasurer until this year.

Mr. Dickerson is a former president of the Society of the Sons of North Carolina, and is a active member of the Excelsior Lodge, No. 22, of the Knights of Pythias.

Mr. Dickerson's retirement comes shortly after the retirement of Warren T. Diefendorf, (white), who was the manager of the Brooklyn office of the Mutual Life Insurance Company. He and Mr. Diefendorf had been associated together in the same office for over forty years.

In a talk with an Age representative Mr. Dickerson asserted that he was still a young man and could not remain idle. He will have more time to devote to real things worth while in life, and will also be active in some line of endeavor.

Mr. Dickerson is married and lives with Mrs. Dickerson at their home on Douglass street. With them are their son-in-law and daughter, Mr. and Mrs. Coleman. Mr. Coleman is a young lawyer. Mrs. Coleman is an accomplished pianist.



Afro American
2/22/30
Baltimore, Md

GETS PHI BETA KAPPA KEY—J. Clarence Chambers, Baltimorean, who is an honor scholar at Amherst College.

N.Y. HERALD

MAR 5 - 1930

Negro Elevator Operator Rewarded as Fire Hero

'Buddy' Nixon Gets $100 in Gold and Much Praise

A purse of $100 in gold, a letter of praise from Governor Roosevelt and the plaudits of Miss Frances Perkins, Commissioner of Labor; Fire Commissioner John J. Dorman, Richard J. Cullen, chairman of the Industrial Board, and Walter Peterkin, of the Brooklyn Chamber of Commerce, are the rewards heaped upon John ("Buddy") Nixon, twenty-year-old Negro elevator operator, who was the hero of the fire of February 17 in the Ilson department store, 474 Fulton Street, Brooklyn.

Nixon kept the elevator running until customers were taken from the upper floors of the store and calmed them with words of reassurance.

Commissioner Perkins said in presenting the award yesterday that betterments are needed in fire regulations for stores, which are greater hazards than factories.

N.Y. WORLD

MAR 14 1930

COLLEGE HONORS NEGRESS

Smith Gives One of Six "S" Pins to New York Girl

Special Despatch to The World

NORTHAMPTON, March 13.—A Negro girl, for the first time in the college's history, has received a coveted award at Smith College. Harriet Pickens, daughter of a professor and author, Williams Pickens, was the recipient this morning of an "S" pin, one of six awarded. This is the highest honor that can be bestowed upon those doing athletic work. Miss Pickens lives at No. 260 West 39th Street, New York City. The pin was presented to her before the student body at the chapel service this morning and the presentation was received with cheers and applause by the student body.

Prof. Pickens, her father, has been Field Secretary of the National Association for the Advancement of Colored People.

EXPRESS
SAN ANTONIO, TEX.

FEB 13 1930

NEGRO SCIENTIST TALKS

(Special Correspondence)

SAN MARCOS, Tex., Feb. 12.—Under the auspices of the Y. M. C. A. and the Y. W. C. A. of the Southwest Texas State Teachers' College Dr. George W. Carver, famous negro scientist from Tuskegee spoke in the auditorium of the Teachers' College Tuesday morning.

BROOKLYN EAGLE

MAR 4 - 1930

Negro Fire Hero Gets Labor Bureau Award

In recognition of his bravery during a fire in the Ilson Department Store in Brooklyn on Feb. 17, "Buddy" Dixon, Negro elevator operator in the store, was presented with an award of merit at the State Department of Labor, 124 E. 28th St., Manhattan, this afternoon.

Education - 1930

Scholarship and Other Distinctions.

Veteran Teacher, To Mark 50th Anniversary

New York age

6-21-30

By VIVIAN A. ROBERTS

New York, N.Y.

On June 26th of this year, Frances Reynolds Keyser, one of our pioneer race teachers, will celebrate the fiftieth anniversary of College of the City of New York (now Hunter College.)

She was born in Savannah, Ga., and as a young girl, upon the recommendation of her teachers came to New York to prepare herself to teach in thet South. The girl soon took the lead in her class at Mr. Reason's School in old 41st street, and having successfully passed the entrance examination was admitted to the Normal College.

At the end of her first year she was given a handsomet volume of Tennyson's Poems for having the highest general average in her class. When Monsieur Le Conte De Leseps visited the college she was one of the few girls designated to welcome him with a quotation in French. At her graduation June 26, 1880, she was awarded the Woods Prize ($40 in gold in a shark skin purse) for the greatest progress in French, and received honorable mention for having the second highest average in Latin.

The controversy as to placing colored teachers in New York was at its height when Miss Reynolds was graduated. Her first position was in the New York Evening School in 17th street. After a few years of teaching she was married and later taught in a private kindergarten in New York. Upon the loss of her husband, Mrs. Keyser took up the work of teaching in the South. She taught six years in Maryland, seven years at the state college of Tallahassee; four years in a private school of her own at Tallahassee, and one year at St. Paul's School, Lawrenceville, Va. She then came to help in the work of the White Rose Home in New York City.

In 1912 Mrs. Bethune came to New York and made arrangements to have Mrs. Keyser take charge of the academic department of the Dayton Normal and Industrial Institute at Dayton, Fla. Due to her experience, training and hard work this institution developed rapidly into a high school and finally into a Junior College.

In recognition of her services she has been made dean emeritus of the institution. She is also a contributing editor to the school paper. Perhaps no tribute paid to this pioneer teacher and race woman pleases her more than the naming of the model school which was established at her suggestion. "The Keyser Practice School."

Mrs. Keyser is at present living with relatives, Mr. and Mrs. Joseph Bourke at 55 West 98th street. Although she has been an invalid for seven years her loyalty and interest in the colored youth has never waned.

SIMS HONOR GRADUATE

The Guardian

REMARKABLE RECORD IN B. U. SCHOOL OF RELIGIOUS EDUCATION—WON SEVERAL SCHOLARSHIPS—PRESIDENT OF CLASS ONE, THEN OF GRADUATE CLUB — ASSIST PROFESSOR — HEADS STUDENT ACTIVITIES

6-14-30

Edward Paul Simms, of Cambridge, is the only Massachusetts student and the only one in New England, who received a Studley Scholarship when the annual Recognition Day services of the Boston University School of Religious Education were held June 6.

Guardian, Boston Mass

Mr. Simms has had a remarkable school career. In his Freshman year (1926-27) he represented his class as its speaker at the annual all-school banquet in Repertory Hall. In his Sophomore year (1927-28) he was elected President of the class and won the class of 1925 scholarship. He was also made Treasurer of the Roger Williams Club. In his Junior year (1928-1929) he was General Chairman of the Junior Play Committees, assistant Circulation Manager of To Phos, the school Year Book. This year he won the class of 1926 scholarship and was made an honor man. In his Senior year (1929-30) he was made assistant to the Professor of Psychology in grading all prepared examinations and was elected President of Graduate Club for year 1930-31. This Club is composed of graduate students of other universities as well as Boston University.

This year he distinguished himself on Recognition Day in winning one of the Studley Scholarships. The Commencement exercises open with Baccalaureate service at Symphony Hall tomorrow (Sunday) at 4 o'clock. Commencement will be held at Boston Arena, Monday at 10:30 A. M. and in the evening at The Pops, Symphony Hall at 8:30.

KNOX WON $500 PRIZE

The Guardian

AT WILLIAMS COLLEGE — PHI BETA KAPPA IN JUNIOR YEAR—GETS $500 SCHOLARSHIP AT BROWN—SCHOLARSHIP EVERY YEAR—A RECORD IN OUR MIXED N. E. COLLEGES

6-14-30

Guardian, Boston Mass

Williamstown, Mass., June 10, 1930—The Horace Clark prize scholarship of $500 at Williams College, Williamstown, Mass., will be awarded at the commencement exercises this month to Clinton Everett Knox, son of Mr. and Mrs. William J. Knox, 183 Campbell Street, New Bedford, Mass., a member of the graduating class. Mr. Knox, who is to receive a bachelor of arts degree, has received a scholarship during each of his four years at Williams, has won several prizes, and in his junior year received Phi Beta Kappa honors. He was elected secretary of the 1930 Phi Beta Kappa delegation at its meeting at Williams, the only undergraduate to receive an elective office.

Fellowship at Brown

Mr. Knox will continue his studies for a master of arts degree at Brown University which for his record at Williams, has awarded him a fellowship for $550. During his career at New Bedford High school from which he was graduated in 1926, he was active in athletics. He was quarterback of the undefeated football team in his senior year, and scored the only touchdown in the New Bedford-Fall River game.

(It does the old Colored grads good to see the young fellows surpass them. Editor Trotter congratulates Knox, having made the Harvard Chapter of Phi Beta in his junior year in 1894 like Knox and also won a scholarship each of his 4 years at Harvard, but did not win the big prize, etc., Ed.)

Des Moines Youth Gets Phi Beta Kappa Key

Afro-American

6-21-30

Baltimore, Md

DES MOINES, Iowa.—Louis B. White, candidate for a bachelor of arts degree from the University of Iowa this month, has the distinction of being the first Negro student to receive the Phi Beta Kappa key from the university since S. Joe Brown received the key thirty years ago.

Mr. White is prominent in student activities of the university, being a member of the Students Council, the Y.M.C.A. cabinet, and chairman of the devotional committee.

Three Negro Students Win Highest Honors At Williams College

New York age

6-21-30

New York, N.Y.

Three colored students, the only three in the graduation class, finished with highest honors at the graduation exercises of Williams College, Williamston, Mass., on Monday, June 16.

All three students were members of Phi Beta Kappa, the honor fraternity, and all three won highest honors. The three graduates were Rupert A. Lloyd jr., 22, of Phoebus, Va., Clinton E. Knox, 21 of New Bedford Mass., and Arthur C. Logan, 20, of New York City.

Lloyd was valedictorian of the class and was graduated magna cum laude. He won the highest final honors in Latin, winning the first Rice prize in Latin. Knox won the final honors in history.

Arthur Logan of New York, son of Warren Logan of Tuskegee, Ala., and brother-lin-law of Dr. E P. Roberts, won highest final honors in chemistry, winning the Adrian Prize in chemistry.

HARTFORD, CONN.

TIMES

JUN 7 - 1930

MR. LAWSON HONORED.

One of the truly musical as well as genuinely cultured men of Hartford is R. Augustus Lawson. The Negro race may take just pride, as does this city, in the action of Howard university at Washington, D. C., in awarding to Mr. Lawson the honorary degree of doctor of music. As a pianist and teacher of music, he has won a distinct and high place in Connecticut musical life. His artistry has been especially impressive because of the delicate poetical interpretation which he brings to his work.

On several occasions Hartford has had occasion to observe Mr. Lawson's concert ability, including two when he appeared as soloist with the Hartford Philharmonic orchestra. His other activities such as volunteer organist in the Talcott Street Congregational church for twenty-seven years and interest in welfare work among members of his race together with his sympathetic and intelligent attitude toward general civic problems, add to his high standing in the estimation of this community. The honor which has come to him is fully appropriate and will be appreciatively recognized by many.

Dr. McKinney Gets Ph.D. Degree at "U" of Chi

Afro-American

6-21-30

Baltimore, Md

CHICAGO, Ill. — The degree of doctor of philosophy in anatomy was conferred upon Dr. Roscoe Lewis McKinney at the annual convocation of the University of Chicago, June 10. Dr. McKinney is a native of Washington and teacher in Howard University.

His dissertation, "The Development of Reticulum and its transformation into Collagen in Cultures of Adult Rabbit Lynph Nodes," was recently published in Archiv fur Experimentelle Zellforschung, Jena, Germany.

ANNOUNCES

Courier

7-12-30

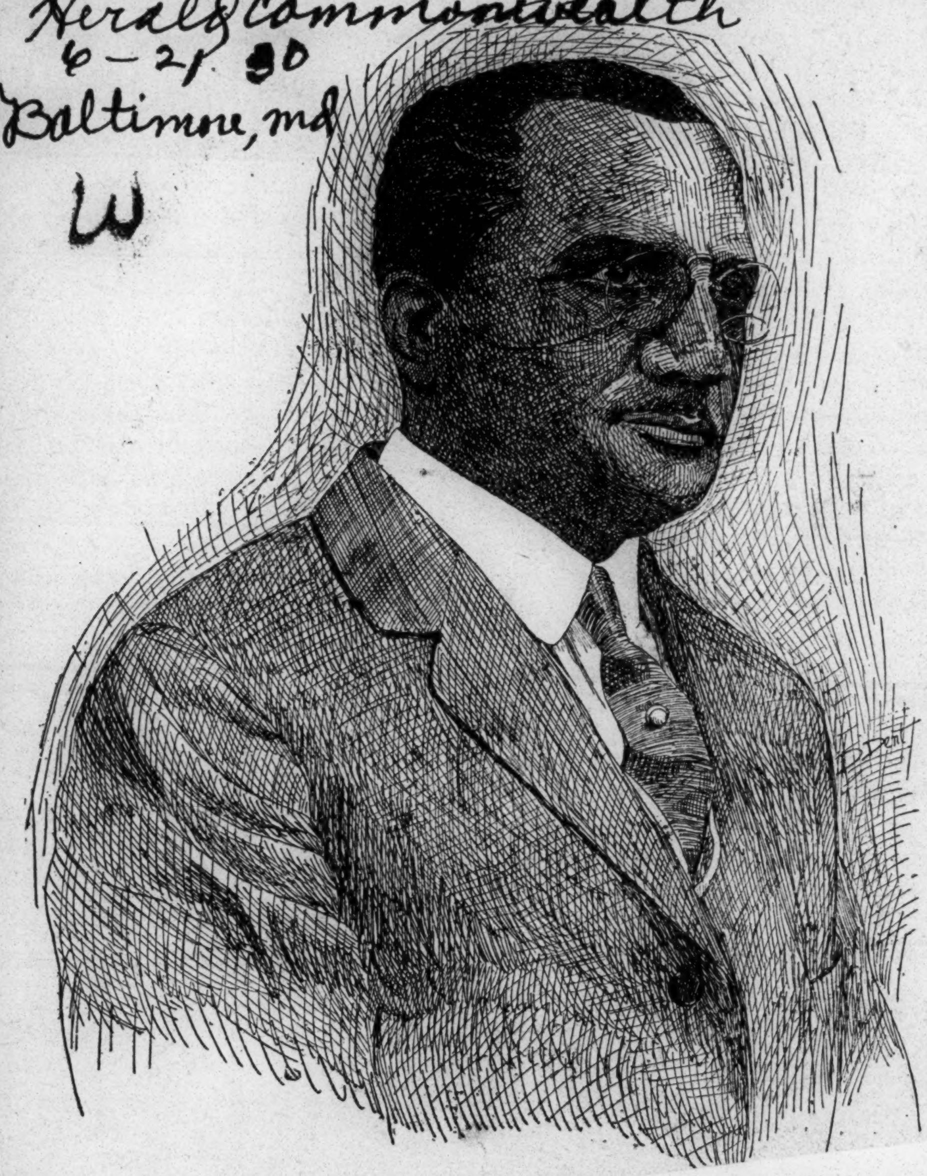
SAXON J. McRAE

Pittsburgh, Pa.

Was born in Houston county, Dothan, Ala., was a student in Tuskegee, after which he served in the U. S. Navy during the World War. Is one of the most valued members of the Empress Theater staff, being a licensed projectionist and electrician, makes all the announcements over the "mike" at the Empress Theater, also announcements over radio station WMAN. The first Negro announcing over the radio in Ohio.

NOW DOCTOR OF PHILOSOPHY

Herald Commonwealth
6-21-30
Baltimore, Md
W



Principal Hawkins Receives Degree of Doctor of Philosophy From Penna. University

Mason Albert Hawkins, principal Frederick Douglass High School, Baltimore, received the degree of Doctor of Philosophy from the University of Pennsylvania on June 18, 1930, having majored in secondary education and educational administration. His dissertation was based **upon a Seventeen Year Period Survey of the Douglass High School.**

Mr. Hawkins received his early education in the public schools of Baltimore, and completed the preparatory department and the freshman year at Morgan College. He received the Bachelor of Arts degree from Harvard University in 1901; the Master of Arts degree from Columbia University and the Master's diploma in professional education from the Teachers College in 1920.

DR. WILLIAM Y. BELL HONORED BY GARRETT BIBLE INSTITUTE

Defender

At the commencement exercises of Garrett Biblical institute at Evanston this week Dr. William Y. Bell, head of the department of New Testament interpretation of Gammon seminary, Atlanta, received the honorary degree of doctor of divinity Wednesday.

Dr. Bell is a minister of the C. M. E. church and previous to his being called to Gammon seminary was the pastor of Williams Institution C. M. E. church, New York, which he organized and pastored nine consecutive years.

As a scholar Rev. Bell is recognized as one of the foremost of America, without regard to race or creed. He completed his college training at Lane college, Jackson, Tenn. He is also a graduate of the Garrett Biblical institute and Northwestern university, Evanston. He holds a bachelor of sacred theology and master of arts degrees. Leaving Northwestern and Garrett, Dr. Bell pursued further studies at Yale university and completed his work and had the doctorate of philosophy degree conferred upon him by that institution. He is the first of his Race thus honored by Garrett. At the recent general conference of the C. M. E. church Dr. Bell was prominently mentioned for elevation to the episcopacy and his election is expected at the next election.

6-14-30
Chicago, Ill.

Baltimore Principal Receives Ph. D.

Tribune
6-20-30 W
Washington, D.C.

Mason Albert Hawkins, Principal, Frederick Douglass High School, Baltimore, Md., received the degree of Doctor of Philosophy from the University of Pennsylvania on June 18, 1930, having majored in secondary education and educational administration. His disertation was based upon a Seventeen Year Period Survey of The Douglass High School. Mr. Hawkins received his early education in the public schools of Baltimore, and completed the preparatory department and the freshmen year at Morgan College. He received the Bachelor of Arts degree from Harvard University in 1901; the Master of Arts degree from Columbia University and the Masters' diploma in professional education from Teachers College in 1910.

Cum Laude

Amsterdam News

6-25-30

Miss Harriet I. Pickens.

New York, N.Y.

In "general academic honors," Harriet Ida Pickens was graduated cum laude at Smith College last Monday. She had already received the very highest athletic honor, the "Blazer" uniform, and the highest honor for "college citizenship" and general good standing, the "S Pin," being the first Negro to receive the last-named honor.

After the exercises, Southerners from Virginia and Georgia came forward to congratulate Miss Pickens. The man from Virginia said: "We are proud to have a daughter in this class. I am from Virginia."

To see the girls bidding Miss Pickens good-bye in all the girlish manners, osculatory and otherwise, suggested the fact that young people have no prejudices until they learn from older people.

A trip to Europe, beginning July 26, is the gift from her father, William Pickens. She will be there three months with her mother.

Two Win Honors At Penn

Courier
7-5-30
Pittsburgh, Pa

PHILADELPHIA, July 3—Listed among the June graduates of the medical school of the University of Pennsylvania, who number 129, are to be found two Negro students, Drs. Rudolph Winston, 4047 Aspen street, and William B. Perry Jr.

Dr. Winston, who will begin his interneship in the City Hospital of St. Louis, Mo., after his graduation, has chalked a splendid school career, having won two scholarships for outstanding curricular achievement.

Upon entering the medical school of the University of Pennsylvania he won for the second time in the history of the institution, by competitive examination, a scholarship worth over $3,000; Dr. W. Harry Barnes, ear, nose and throat specialist, having been the only Negro to have previously won the distinction. Together with his classmate, Wil-William B. Perry, Jr. of Atlantic City he enjoys jointly the distinction of being the first Negro to be commissioned first lieutenant in the Medical Reserve Corps of the United States Army.

Negro Boy Rescues Four From Drowning

Constitution
Atlanta, Ga.
7-21-30

COLUMBUS, Ga., July 20.—(AP)—The story of the heroic rescue of three little girls and a 52-year-old woman from drowning by John Wesley Boynton, 14-year-old negro boy, became known here today.

The boy saved the lives of Mrs. Nina Crutchfield, 52, Sarah Slaughter, 12, Jane Power, 13, and [illegible] Pearl Russell when they were nearly drowned near here Thursday.

A year ago yesterday Boynton saved Billy Crouch from drowning at the same time Eugene Crouch lost his life. He is credited also with having saved a negro boy from drowning three weeks ago.

Education – 1930
Scholarship and Other Distinctions.

DEMOCRAT
LITTLE ROCK, ARK.

APR 16 1930

$700 Raised for Negro Girl's Trip

The citizens of Little Rock are urged to contribute $300 more to the fund necessary to send Mattie Nance young negro woman of this city and student at Philander Smith College. to Europe with a group of college girls from various states to study social and economic conditions. About $700 of the $1,000 required for the trip has been subscribed, it was announced.

Twelve students from various colleges and universities in the United States have been selected to spend three months on the European continent in making the study, and Mattie Nance is the only negro chosen. Other members of the group include an American Indian girl and 10 white girls.

Contributions to the fund, which is being raised by Philander-Smith College, to pay the expenses of the local girl should be forwarded to Irene Bussey, vice president of the college Y. W. C. A.

THREE GIRL ORATORS WIN IN MANHATTAN

Negro Boy Also Gets Senior High School Place in Regional Semi-Finals.

FOUR SELECTED IN BRONX

Contests to Decide Two of the Eight Town Hall Finalists Will Be Held May 8 and 9.

Girls won three of the four qualifying places in the Manhattan elimination trials for senior high schools held yesterday afternoon at Washington Irving High School in connection with the National Oratorical Contest on the Constitution being sponsored in this region by THE NEW YORK TIMES. They were: Jean Croxton of Julia Richman High School, Julia M. Farrell of Wadleigh High School and Marie Joly of Washington Irving High School. Alfred Lee, a Negro boy of Haaren Cooperative High School, won the fourth place with an oration on "The Negro and the Constitution."

Dailies

These four speakers will compete at the Manhattan regional semi-finals at Washington Irving on May 8, against two more speakers whom the Manhattan evening high schools close last night at Haaren High School, as follows:

4-17-30

ISABELLE WALDNER, New York Evening High School.
MARY R. F. CUNNINGHAM, New York Commercial Evening High School.

New York, N.Y.

The Bronx senior high schools selected at Evander Childs High School last night an oratorical quartet, who will compete with two evening school representatives (determined the night before), at the Bronx regional semi-finals at Theodore Roosevelt High School on May 9. The four winners in the Bronx were:

STANLEY DANZIG, James Monroe High School.
JULIUS WEIDMAN, De Witt Clinton High School.
LILLIAN FISCHLER, Walton High School.
ROBERT C. VAN TUYL, Evander Childs High School.

The two regional semi-finals, in Manhattan and the Bronx, will produce two of the eight regional finalists who will meet in the grand championship at Town Hall on May 16.

Ex Tempore Talks Stressed.

The senior schools in both Manhattan and the Bronx combined extemporaneous speaking with prepared orations to test the research ability of the various contestants. At the Washington Irving High School event Jean Croxton discussed impromptu the relation of the original Articles of Confederation to the subsequent Constitution itself, urging that one was "milepost" and the other "goal"—the two marking a transition whereby the government begin to pass from balance to momentum. Julia Farrell measured our governmental stability in terms of the checks and balance system inherent in the Constitution. Marie [illegible] the American Navy through a constitutional lens, and Alfred Lee advanced both argument and plea that constitutional rights for the American Negro enlist public cooperation as well as fiat legislation.

Edward C. Zabriskie, principal, was chairman at the Washington Irving High School meeting, and the music was provided by the Washington Irving High School string sextette. The contestants were:

MARIE JOLY, Washington Irving High School.
JOHN W. RUSSELL, George Washington High School.
ALFRED LEE, Haaren High School.
JEAN CROXTON, Julia Richman High School.
CHARLES MACHLEID, Seward Park High School.
JACK EMMETT, Stuyvesant High School.
SYDNEY GREENSTEIN, Textile High School.
JULIA M. FARRELL, Wadleigh High School.

The judges were Professor Thomas E. Coulton of the College of the City of New York; Professor Anne Bush MacLear of Hunter College; Alexander A. Mayper, president, United Parents Association, and Mrs. Henry Moskowitz.

Contestants in the Bronx.

At Evander Childs High School in the Bronx, Elmer E. Bogart, principal of Morris High School, Borough Chairman, presided. The contestants were:

LILLIAN FISCHLER, Walton High School.
ARTHUR FRIED, Morris High School.
JULIUS WEIDMAN, De Witt Clinton High School.
ROBERT C. VAN TUYL, Evander Childs High School.
STANLEY DANZIG, James Monroe High School.
ROBERT J. GALLATI, Theodore Roosevelt High School.

The judges were Anthony J. Pugliese, district superintendent; Joseph S. Taylor, district superintendent; Rose Sherman of aWshington Irving High School; the Rev. Michael J. Mahony of Fordham University, and Lewis W. Clough of Riverdale County Day School.

John M. Loughran, principal of New York Evening School, presided at the Manhattan Evening High School's elimination.

EX-GARNETT BOY WINS HIGH AWARD

AMHERST, Mass. — Amherst College trustees, including Calvin Coolidge, former President of the United States last Saturday, conferred upon a Baltimore boy a signal honor when they voted Joseph Clarence Chambers a graduate fellowship in recognition of his scholarship during the last four years.

[illegible]

4/18/30

Chambers, a member of the senior class, recently was elected to membership in Phi Beta Kappa, a national fraternity whose members are chosen from the best students at the colleges where it has chapters. He applied at that time for a fellowship so that he might continue his study of medicine next year at a graduate school.

Washington D.C.

In granting him one of the John Woodruff Simpson fellowships, the Amherst trustees recognized Chambers as one of the outstanding students in his class. Among those present to vote on the award were in addition to Mr. Coolidge, Frank W. Stearns, of Boston, Coolidge's political advisor; Alfred E. Stearns, Andover Academy head, and Arthur Curtiss James, prominent New York financier.

Chambers attended the elementary schools in Washignton, having graduated from Garnett in 1922. During this time he resided with his aunt, Mrs. Mamie Simmons, of 1771 T street, northwest, popular society matron of Washington.

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26 Southern Students Get Rosenwald Fund Fellowships

Constitution

Year of Study at Graduate Schools Made Possible by $50,000 Grant From Foundation.

4-21-30

The first annual awards of fellowships to southern graduate students in the social sciences, made possible by a grant of $50,000 from the Julius Rosenwald fund, were announced Sunday in New York by the Social Science Research Council.

Of 125 applicants, representing practically all the states of the south, twenty-six were chosen. Ten of the new fellows are women and sixteen are men. Five are negroes. All were chosen on a competitive basis, and will spend the next academic year at some accredited graduate school working on social science problems of special interest to the south.

"The major purpose behind these new fellowships is to attract a higher quality of scientifically trained personnel to work on important social problems facing the southern section of the country," said the announcement of the southern fellowships committee, of which W. W. Alexander, of 409 Palmer building, Atlanta, is chairman.

Atlanta, Ga.

"The fields represented by the fellowships include sociology, economics, government, history, psychology, and social work. It is hoped that one of the important by-products of this new series of fellowships will be to build up a more enlightened social and economic leadership in the south."

Following is the list of fellows:

Margaret Louise Armstrong, Agnes Scott College; Luna Bowdoin. B. S., Florida State College for Women; Davis A. Bridewell, University of the South; Virginia Denton, A. B., University of Mississippi; graduate student, University of North Carolina; Irby B. Evans, Bowdoin College; North Georgia Agricultural College; William C. Ezell, Wofford College; Elijah H. Fitchett, A. B., and M. A., Howard University; Claflin College; James E. Gates, B. S., University of Kentucky; Frank Goodwin, B. A., Vanderbilt University; Harlan W. Gilmore, B. A., Hendrix College; M. A., Vanderbilt University; James E. Greene, B. A., Henderson Brown College; M. A., Vanderbilt University; graduate student, Peabody College.

Martha H. Hall, B. A., North Carolina College for Women; graduate student, University of Chicago; E. Jeffried Heinrich (Miss), B. A., Westhampton College; graduate student University of Chicago; John Hope, II Morehouse College; Alcee L. Johnson, Prentiss Instiute; graduate student, Fisk University; Samuel B. McAlister, A. B. and M. A., University of Texas; North Texas Teachers' College; graduate student, Harvard University; Henry J. McGuinn, B. A., Virginia Union University; M. A., Columbia University; Martha McKee, A. B., Galloway Woman's College; Roy H. Owsley, B. A., Western Kentucky Teachers' College; graduate student, University of Kentucky.

Roma E. Sawyer, B. A., Duke University; M. A. University of Pennsylvania; graduate student, Duke University; Phyllis A. Stancil, Shaw University; Edith Webb, North Carolina College for Women; James Wetherford, Louisiana State University; Waller Wynne, Jr., A. B., University of Richmond; M. A., Duke University; graduate student, University of North Carolina; Mary C. Taylor, Georgia State College for Women; Newton C. Young, B. A., Millsaps College; graduate student, University of Wisconsin.

Members of the southern fellowship committee, in addition to Chairman Alexander, include Charles S. Johnson, Fisk University; Charles E. Merriam, University of Chicago; Howard W. Odum, University of North Carolina; Jesse F. Steiner, Tulane University; Dr. Walter R. Sharp, New York, secretary.

CHEMICAL CONTEST WON BY STUDENTS OF TECH HIGH

Tribune

Two students of the Armstrong High School have been awarded prizes in the National essay contest conducted by the American Chemical Society.

5-2-30

Miss Elizabeth Jenkins and Donald Roberts, each won second prizes for their subjects, "The Relation of Chemistry to Health and Disease," and "The Relation of Chemistry to the Manufacture of Basic Steel in the Heroult Electric Furnace," respectively.

The contest was open to all high schools in the District, both private and public. Prizes were awarded for each of six subjects chosen by the American Chemical Society.

Washington D.C.

The Armstrong essays were written under the guidance of Mrs. B. B. Scott, instructor in Chemistry.

This is the first time that Armstrong High School has qualified in such contest.

Miss Belle Tobias of Barnard at Conference

Age

5-3-30

Miss Belle C. Tobias, a member of the junior class of Barnard College, went as a delegate from Barnard to the League of Nations Conference of the Middle Atlantic and New England Colleges that was held at Yale University, April 25 to 27. This is the second time that Miss Tobias has been honored with the privilege of representing her college at conferences, the other time being when she was sent to the Student Volunteer Convention which met at Detroit, Mich., durig her freshman year.

Miss Tobias is the daughter of Mr. and Mrs. Channing H. Tobias of 20[illegible] West 122nd street. She and Miss Vera Joseph of [illegible]7 West 150th street, a member of the sophomore class, are the only colored students at Barnard.

Among the student activities in which Miss Tobias is engaged are membership on the editorial staff of the Barnard Bulletin, the student periodical, and membership in the college Glee Club.

Indiana U Girl Gets Phi Delta Kappa Key

Defender

5-17-30

LOUISVILLE, May 16.—Miss Willie I. Raines of this city, who is a co-ed at Indiana university, has been awarded a Phi Beta Kappa key, one of the highest scholastic honors to be bestowed upon a student. Miss Raines is a graduate of Central high school.

Wins $1,000 Scholarship

St. Louis Argus

COLUMBIA, S. C., May 28.—(ANP) Curtis Miller, a student representing the Fort Valley (Georgia) High and Industrial School was declared winner in the regional oratorical contest, conducted under the auspices of the I. B. P. O. E., and the accompanying prize of a $1,000 scholarship.

5-30-30

St. Louis Mo.

GETS SORORITY $100

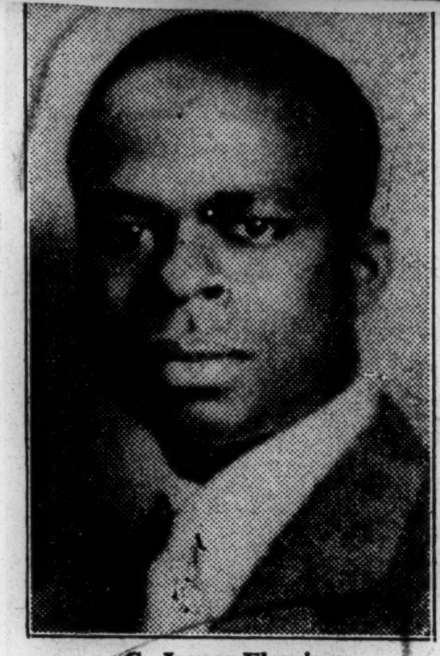
The Guardian

MADELEINE MOORE IS WINNING STUDENT OF THE SCOLARSHIP OF $100 GIVEN BY THE ALPHA KAPPA ALPHA SORORITY

5-31-30

Miss Madeleine A. Moore, daughter of Patrolman and Mrs. Edwin A. Moore of 31 Lexington St., Lynn, is the only Colored graduate of the Lynn Classical High School and has been an honor student during her six years in Junior and Senior High School in each and every subject taken. She is to enter the School of Education, Boston University, Sept. 1st, giving special attention to languages.

Boston Mass



G. James Fleming.

New Yorker Wins Scholastic Honors

Amsterdam News

G. James Fleming Has Made Fine Record at University of Wisconsin

MADISON, Wis., May 12.—The highest forensic honor obtainable at the University of Wisconsin was bestowed on G. James Fleming, New York, last Tuesday evening at the spring banquet of the university speech department, when he received the Vilas gold medal. At the same time Mr. Fleming was given the forensic "W" and the Frankenburger monetary award which he earned during the winter.

5-14-30

Seven other students received forensic honors.

New York N.Y.

Mr. Fleming, who has been an alternate on the varsity debating team, won the Frankenburger oratory contest with his speech on "America's Apostasy," and represented the university in the Northern Oratorical League contest at Northwestern University.

Besides his activities in forensics, Mr. Fleming is an editorial writer on the university's paper, the Daily Cardinal, and a member of the executive committee of the University Peace Council.

Mr. Fleming attended Hampton Institute, Hampton, Va., graduating there with the academy class of 192[illegible]

Nebraska U. Speaker

MRS. OPHELIA W. PEARSON

Call

6-6-30

Kansas City, Mo.

LINCOLN, NEBR.,—With a charming style of presentation and a dignity that sublimated her intellectual background, Mrs. Ophelia W. Pearson, senior at Nebraska university, captivated the interest of her class in the History and Principles of Education when she gave an address on the development, organization and influence of Tuskegee, her alma mater. After receiving a bachelor of science degree in home economics this summer, Mrs. Pearson will return to Tuskegee to resume her activities in the department of home economics where she has taught for a number of years. She received two scholarships to further her studies at Nebraska, one from the general board of education and the other from the Rosenwald fund.

Under the supervision of Mrs. A. A. Moton, wife of the president of the institute, the principles of home economics are adequately taught, Mrs. Pearson said. The lecturer also referred to the wonderful progress that Tuskegee is making with Dr. Robert R. Moton as leader, and the general influence that this educational system was exerting on the entire South.

No one was more favorably impressed with the lecture than Miss Lyndall Fisher, instructor in history and principles of education. This fact was evidenced by the following commendatory statements:

"Mrs. Ophelia W. Pearson, a student in the University of Nebraska, gave a most interesting report on the Tuskegee Institute before a class in Foundations of Modern Education. Her explanation of the combination of industrial and academic work at the institute, was valuable and significant in connection with the study of Pestalozzi and Fellenberg and their industrial institutes in Germany and Switzerland. Pictures were used to illustrate the lecture. Mrs. Pearson discussed the founding of Tuskegee Institute, its purposes, ideals, and progress in an enlightening and charming manner. Members of the class were delighted with her personality and her gracious presentation of her subject."

FORT VALLEY GIRL WINS HIGH HONORS

Independent

Fort Valley, Ga., May 26.—Curtis Miller, senior high school student of the Fort Valley High and Industrial School, H. A. Hunt, principal, delivering an original oration, "The Constitution and Slavery," won the $1,000 College Scholarship prize in the Elks' Regional Oratorical Contest held at Allen University, Columbia, S. C. Miss Miller, competing against state representatives from Florida, North Carolina and South Carolina, won the unanimous vote of all three judges, Dr. Sims, President of Allen University, Dr. Wilkerson, President of State College, Orangeburg and Attorney Frederick, of Columbia.

5-29-30

Curtis Miller is the daughter of the late Ike Miller, a prominent farmer of this section and she has received all of her scholastic training at the Fort Valley High and Industrial School. She won her way through the school and local contest, the State, and finally the Regional, coached by Dr. Frank Horne, ofNew York City, Dean of the Fort Valley School.

Atlanta

Miss Miller, speaking last of the four orators, surpassed with her natural poise and stage presence, her flawless and impassioned delivery. The decision of the judges was received with popular acclaim, North Carolina ranking second, South Carolina third and Florida fourth. The contest was in charge of Grand Trustee R. E. Pharrow, Atlanta, Ga., director of the Fourth Region, B. F. Cofer, Atlanta, Ga., Regional Secretary, and the Contest Committee, composed of the following State Directors: Dr. H. A. Anderson, Jacksonville, Florida; L. R. Bywaters, Fort Valley, Georgia; Col. G. Lee Ratliff and G. E. Nelson, Columbia, South Carolina; Rev. Geo. A. Fischer, Raleigh, North Carolina.

Miss Miller in addition to the $1,000 Scholarship Award, will have her expenses paid by the Elks to Detroit for the National Contest held in conjunction with the Grand Lodge in August where she will compete for an additional $1,000 in cash prizes. Miss Miller's mother, personal friends, and patrons of the Fort Valley School who have followed her in her victories in Macon and Columbia, will be in Detroit to pull for her victory in the National Contest.

Louisville Girl Wins Phi Beta Key at University of Indiana

Louisville Ky

Miss Willie I. Raines, daughter of Mrs. Virginia Alexander, received high honors this week when she was awarded dwith the honor of Phi Beta Kappa Key at the University of Indiana. This is the first time in the history of this University that a Colored girl has won such an honor. Miss Raines is a graduate of Central High School and is in her Senior year.

Louisville Ky

Education-1930

Scholarship and Other Distinctions.

HEROIC WORK OF L. T. HOLT

Globe

1-31-30

Nashville Tenn

RAILWAY POSTAL CLERK PROTECTS MAIL THOUGH INJURED

Another candidate looms up for the Harmon Medal in the action of Mr. L. T. Holt, railway postal clerk of this city, according to the statement and the account of the terrible railroad wreck that killed some and endangered the lives of others several days ago. Mr. Holt's action is characterized as heroic. He is a member of the race, who has sacrificed in making its contribution run true to form, according to his friend's statement. He exercised not only care, foresight, fortitude and bravery, but loyalty to his post of duty.

The Nashville Banner in reporting the incident further said:

He wore no uniform, nor bore a sentinels gun, but no soldier in the serivce of this country ever stuck to his post through greater difficulty, or at greater hazzard to his life than did L. T. Holt, Negro railway clerk of Nashville, in the recent wreck on the Louisville and Nashville Railroad at Trafford, Ala., according to reports that have reached this city.

"I must wait for relief", said the Negro, weak from the loss of blood as he clung to the top of a pile of registered mail pouches in the wild debris of the overturned cars and the appalling groans of injured sufferers. An ambulance had stopped to take him to Birmingham for aid. An attendant raised his shirt. There was an ugly wound in his side and broken ribs protruded through. Loss of blood had made him too feeble to stand.

"Your life is in danger—you must have treatment", he was told.

"No", came his response, "I have retary lock pouches from Montgomery and Birmingham. I must have orders, or aid from officials before I leave them."

The ambulance moved off and this soldier of the government's registered mail service kept his solitary vigil until "relief" came.

Holt lives at 1304 Demonbruen St

T G NUTTER GETS C. J. WALKER MEDAL

Courier

1-25-30

Pittsburgh

NEW YORK, Jan. 23—T. G. Nutter of Charleston, W. Va., has been chosen to receive the Mme. C. J. Walker gold medal for 1929, it was announced recently. The medal which is given each year by the Mme. C. J. Walker Manufacturing Company, goes to the individual judged to have done most conspicuous service to Negroes in America through the National Association for the Advancement of Colored People.

The medal goes to Mr. Nutter on the ground of two important legal victories he won during the past year. The first of them prevented exclusion of colored people in West Virginia public libraries. The second nullified covenants and contracts of white property owners in which they sought to restrict the sale of real estate by barring colored people. Mr. Nutter also was the president of the Charleston branch of the N. A. A. C. P., one of the association's most active branches.

The committee making the award consists of James Weldon Johnson, chairman; William Pickens, secretary; Mme. A'Lelia Walker, F. B. Ransom and Robert W. Bagnall.

Owing to unusual achievement by a number of individuals, the committee had great difficulty in making final choice of the medal winner, and special honorable mention is therefore made of the following:

1. Mrs. Daisy E. Lampkin of Pittsburgh, who enrolled 2,000 members in the N. A. A. C. P. branch there, of whom the committee says: "She exhibited the greatest branch leadership we have seen for a long time."

2. Mrs. Romeo L. Dougherty of Jamaica, L. I., New York, who led that small community in a baby contest that brought in almost $600 after the branch had paid its apportionment.

Ruth Mattis Wins $200 Wadleigh High School Scholarship

2-8-30

The highest scolarship award given at Wadleigh High School went to a colored girl, Miss Ruth Mattis, 18, of 136 West 129th street, at the mid-year graduation exercises last week. Miss Mattis was awarded the John J. White scholarship of $200 for general excellence of scholarship and deportment during her three years at Wadleigh.

She also won a medal for excellence in latin. This is the second medal she won in this subject, having been awarded the latin medal at the Joan of Arc Junior High School, 93rd street and Amsterdam avenue.

During her term at Wadleigh, Miss Mattis won membership in the Arista Club, the Fair and Square League, the Dunbar Circle, Latin Club and was on the honor roll each term.

She has entered Hunter College and plans to teach upon graduation.

Miss Mattis is one o fseven girls (orphans and all sisters) under the guardianship and direct supervision of Miss Edith R. Forbes of 136 West 129th street. These children all attend school without fail and stand high in their respective classes.

Another sister, Eunice Mattis, is also a pupil at Wadleigh High School and she has won the Wanamaker Medal for drawing. For a number of years, Miss Forbes has shouldered the responsibility which goes with the care and raising of these children.

MARJORIE ESTWICK

Marjorie Estwick Honored At Julia Ward Howe Jr. High

2-8-30

Miss Marjorie Estwick, who graduated January 31 from Julia Ward Howe Junior High School, (P. S. 81) 212 West 120th street, Miss Adeline E. Simpson, principal was the first colored girl to be elected to office in that school. She served three consecutive terms as head patrol, and in September, 1929, she was elected by popular vote to the office of president of the General Organization.

Marjorie is the daughter of Malvanhy and Mrs. Helene Estwick, and was born in Bridgeport, Conn., February 20, 1914. She was brought up in New York City, and attended the public schools in Harlem. She is commended highly by her teachers, and on leaving Julia Ward Howe Junior High, was given a letter commending her "because of her excellent spirit and service as head patrol," and "for character, service and scholarship."

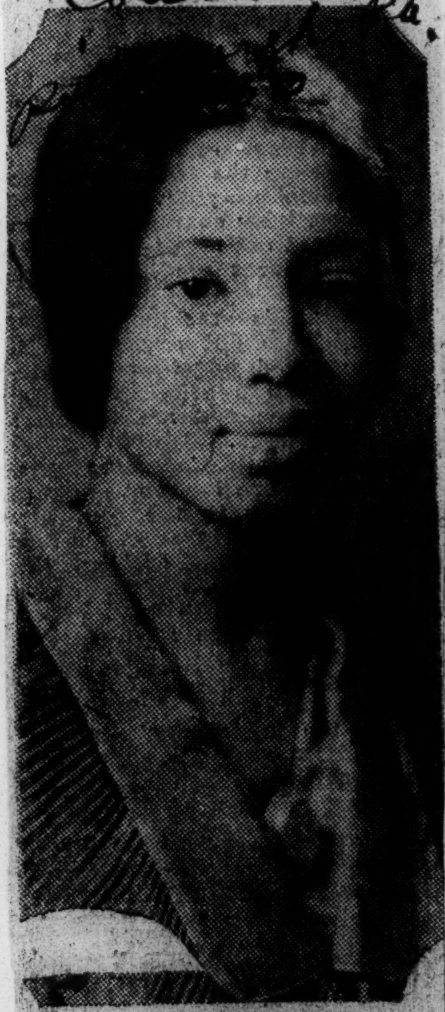
She was always energetic and cheerful, taking part in anything constructive. She is ambitious and lovable, with a strong urge to achieve. She aspires to be an oculist by profession and a social worker.

She has entered James Monroe High School, 172nd street and Boynton avenue, on Friday to pursue her high school course.

VALEDICTORIAN

Courier

Pa



LAURA SMITH

SPRINGFIELD, Mass., Jan. 30.—"Intellect knows no color line" was evidenced here recently when the amazing culture, knowledge and talent of Laura Smith, sixteen-year-old high school graduate. Miss Smith, valedictorian of her class, has won the admiration of her entire city.

In a special interview with Malden Jones, something of the amazing skill of this young girl is determined:

She possesses an open and ingenuous countenance. The most casual stranger who meets her for the first time is struck with a charming and twinkling reticence, with two dark and almost over-quiet eyes and with a deliberate and easy attempt on her part to respond intelligibly to tedious questions.

Laura Smith is 16 years old. She is a colored girl. She will graduate in a mid-year senior class of 86 youngsters Thursday night from Springfield High School. But before she receives her diploma, before a benediction is pronounced, Laura will have delivered the valedictory address of her class. Simultaneously she will be remembered henceforth as the first member of her race ever to be graduated thus far with cardinal honors from Springfield's secondary school system. For four arduous years this girl managed to carry through with a final scholastic average of 93.6. Genevieve Townley, her classmate, was awarded salutatory honors with a mark of 91.9.

Wants to Teach

Yesterday afternoon I chatted with Laura while scores of pupils were regimented in various examination sections throughout the high school building.

There was a question about the future.

"I would like to teach," she said. Her voice was soft and almost inaudible. She seemed a bit timid in the presence of a strange interviewer. But soon I came to see that this attitude indicated prudent caution. Her words marched along thereafter in a pre-determined order, as if the most minute phrase might prove doubtful or cloudy to a listener.

"Teaching—yes, and I do not know why I would like to do that more than anything else. It seems somehow to have been my most serious interest since childhood days."

She hopes to continue her schooling next fall. Training at the University of Illinois seems most attractive. Yet the element of sacrifice, of poverty and straitened circumstances in her own family may place an insurmountable obstacle in her path. She is, she explained, the eldest of eight children. The youngest is but a few month old. Her sister, Esther, is 14, and a member of the junior class. It is Esther, she declared, who possesses creative skill in the field of letters. It was Esth who won the creative writing prize last year. 2

"I like prose,' 'she asserted.

"Of what sort?" I asked.

"I read in 'spells.' Sometimes it is fiction and sometimes non-fiction. I have read a great number of the classics."

"Any favorite British authors?" I queried.

But this was too much to swallow. She smiled and remarked, "All of them, of course."

Received Journalistic Award

Her schedule of magazine reading is negligible. She trusts to volumes of established prominence on library shelves. Her accomplishments in school have been outstanding, yet this modest girl will say nothing about them. From her teachers and her classmates come paens of genuine praise. They recall that her curriculum has been most difficult, that she performed admirably in four years of Latin, in two of history, two of science and three of English. They remember that she was the only high school pupil in Illinois who penned a leading essay last year in the national peace contest sponsored by the League of Nations Non-Partisan League. They recall, too, that she was the recipient of a journalism award last year.

Only one other member of her race has received one of the two leading scholastic positions in the history of Springfield High School. Josephine Snowden was graduated in January of 1907 as salutatorian with an average of 92. Laura's mother in all probability would have attained one of these two coveted honors if she had finished her senior year, but marriage at the start of the final semester prevented completion of her course.

There is a mellow regard for this girl, a regard which comes from a deep understanding of her mental processes. "Her most interesting feature in the classroom has been an overwhelming and honest intellectual curiosity." This was the comment yesterday of Dwight W. McCoy, principal of the school. "All of her teachers have been helpful, kind and sincere," Mr. McCoy added. "All of them have pointed out that her preparation in every case exceeded in good measure what was asked of her. This is a mark of the true scholar."

Is Champion of Race

And other teachers said: "Laura's classmates and other members of the faculty see in her achievement the efficacy of sound education and the absence of narrow prejudices now so common in the realm of learning. It is a sober example of cultured Americanism."

Laura is conscious of the intellectual strides which have been made by her own people. She is aware of the literary accomplishments of W. E. Burghardt DuBois and James Weldon Johnson, of the scientific achievements of Drs. Ernest Just, Julian Lewis and Theodore Lawless, of the dramatic and artistic labors of Paul Robeson, Charles Gilpin, Aaron Douglass and H. O. Turner.

Of Vachel Lindsay she says, "I think I understand him."

And of the poems of the late Paul Lawrence Dunbar, she prefers best "Compensation," a verse which owns great depth for a girl who has passed her sixteenth birthday anniversary.

"Because I had loved so deeply,
Because I had loved so long,
God in His great compassion
Gave me the gift of song.

Because I have loved so vainly,
And sung with such faltering breath,
The Master in infinite mercy
Offers the boon of death."

MURIEL AUSTIN

Gets Three Month Trips Abroad Upon Graduation From Wadleigh High

Age

2-8-30

Among those who graduated from Wadleigh High School on the evening of January 28th was Muriel Austin of 133 West 121st street. Miss Austin, who was 16 years old in August last year, has been a serious student all during her high school career, as her graduation at this early age shows.

Her father, Augustins A. Austin, president of the Antillean Holding Co., Inc., of 167 West 145th street, and National Secretary Treasurer of the Phi Beta Sigma Fraternity, is taking her on a three-months trip to Bermuda, the British Kest Indies and South America as a graduation present. They left by the S. S. "Bermuda" on February 1st on the first stage of their trip.

A number of the friends of the family met at their home on the evening of January 30th to wish them a safe journey. Music, dancing and cards were indulged in by the large gathering.

Miss Austin is registered at Hunter College for the Fall term.

HAMPTON GRAD IS WISCONSIN UNIVERSITY'S BEST ORATOR

Afro-American

MADISON, Wis. (ANP)—George J. Fleming, student at the University of Wisconsin here, won the Frankenburger Oratorical contest Tuesday night, receiving $100 as the monetary award and becoming the representative who will speak for Wisconsin in the Northern Oratorical League's meet in May. Five other contestants, all whites, appeared in the finals.

Under the title of "National Apostasy," Fleming scored the American policy and method in the Caribbean and South America, dwelling especially on the American occupation of Haiti and on the coming of the American flag to the Virgin Islands.

Mr. Fleming is a junior in the school of journalism. He has had articles published in LaFollette's magazine, the Crisis and the Wisconsin Literary Magazine. Last semester he was an alternate on the debating team.

Mr. Fleming was born in the Virgin Islands, but lives in New York. He attended school there and at Hampton Institute, Va., graduating from the latter in 1926 as the honor student of his class.

TIMES HERALD
DALLES, TEX.

Age

FEB 7 - 1930

NEGRO GENIUS OF SCIENCE TO LECTURE HERE

EDUCATOR INVITED HERE TO TELL TEXANS OF FARM DISCOVERIES

Dr. George Washington Carver, negro scientist of Tuskegee institute, Alabama, will lecture Sunday at 7 p. m. at the city hall auditorium on the possibilities of the South's commercial development of its several minor agricultural crops. The Dallas Chamber of Commerce, the Civic federation, and Texas Farm Bureau federation, and the Dallas Agricultural club, joined in the invitation. Recently Dr. Carver has addressed audiences in Kansas and Oklahoma, and will include San Antonio, Houston, Austin and Prairie View Normal college in his Texas itinerary.

Dr. Carver, who is a descendant of a negro slave, worked his way through the University of Iowa, and is considered a laboratory wizard in discoveries of more than 200 commercial by-prodcuts of the peanut, 120 products of the sweet potato, 80 products of the pecan, and some outstanding contributions to the knowledge of Southern clays, many of which have come into commercial use. His most recent work includes a veneer made from palmetto roots, dyes from sludge of petroleum refining, rubber from asphalt and various textile fibers from native Southern wild plants.

As an educational force in the development of the Southern agricultural negro, Dr. Carver has long been held in esteem by educators. He has devoted thirty-four years at Tuskegee institute to urging his people to become self-sustained through the practice of growing their needs on the farm and making cotton a surplus crop.

Although advanced in age, the negro spends almost every day in his laboratory. Many of his researches have served as a basis for industrial development in the South.

During the World war his discoveries along lines of sweet potato flour as a substitute for wheat flour were widely adopted by the United States government.

One of the most important contributions is that of the permanent dyes from native clays which embrace almost all hues of the rainbow.

Dr. Carver was honored in 1916 by being made fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce of Great Britain. He also was awarded the Spingarn medal for distinguished scientific service in America.

Many of the products which Dr. Carver has extracted from Southern crops, clays and asphalt will be displayed during his lecture, which will deal with the possibilities of their economic uses toward enhancing the commercial value of native farm products.

Mrs. I. W. Hodge and C. A. Walton, colored farm demonstration agents for Dallas county, are making efforts to have a large delegation of negro farmers present.

Quitman, Ga., Free-Press
Friday, January 31, 1930

Negro Student Wins State Prize

Simmon Hill school has another prize to its credit; it has just been announced that Stanley Bacon won third prize $10 cash, in the steta cotton contest for colored boys. The first prize was $50, the second $15 and the third 10, for the best yield on two acres of cotton.

These students in the Simmon Hill and Cross Roads schools who are studying and working under E. E. Williamson, teacher of vocational agricult, are doing splendid work and the whole community is taking on new life with these schools as centers. They have won prizes in praticalliy every contest they have entered.

Girl Wins Phi Beta Key

Afro-American

LOUISVILLE, Ky.—(ANP.) — Miss Willie L. Raines, a product of the Central High School, this city, has won the Phi Beta Kappa key at the University of Indiana. This is the first time in the history of this school that such an honor has been awarded to a colored girl.

Fellowships Are Awarded To Five Negro Students

Age

Five Negro studets, graduates in the social sciences were among the 26 named by the Socitl Science Research Council as recipients of fellowships in social research, the fellowships being made possible by a grant of $50,000 from the Julius Rosenwald Fund. They were chosen on the basis of competitive examination, there being 125 applicants.

Those chosen are Elijah H. Fitchett, Claflin College and Howard University; John Hope 2nd, Morehouse College; Alice L. Johnson, Prentiss Institute and Fisk University; Henry J. McGuin, Virginia Union and Columbia University; Phyllis A. Stancil, Shaw University.

Education - 1930

Scholarships and Other Distinctions

Carnegie Award.

Carnegie Foundation Awards Hero Medals

PITTSBURGH, April 4.—The Andrew Carnegie foundation, through its Carnegie Hero fund, has awarded three bronze medals and $1,000 each to our outstanding heroes of 1929.

Defender

Robert L. Page, 53-year-old Los Angeles elevator operator received his medal and $1,000 for saving two deputy sheriffs from an insane criminal. Mr. Page, who operates an elevator in the Los Angeles county building, unarmed and overcame the criminal, who held the deputies at bay in the elevator cage.

4-5-30

A medal and $1,000 was earned by Thomas Gasberr yof Hannibal, Mo., a 39-year-old locomotive hostler, when he rescued a small white child from in front of a speeding train. The family of Lynn P. Collins, 25-year old Iowa university student, were presented with a medal and $1,000. Collins was drowned while attempting to rescue Miss Clyde K. Redd from the Iowa river.

Chicago, Ill.

Carnegie Medals for Three Heroes

Afro-American

(Two-thirds Actual Size)

Bronze medals and $1000 were awarded:

3-29-30

Robert L. Page, 53, Los Angeles elevator man, who saved two deputy sheriffs from an insane criminal.

Thomas T. Gasberr, 39, Hannibal locomotive hostler who snatched a 4-year-old white girl from in front of a train at the risk of his life.

Lynn P. Collins, 25, Iowa student, drowned trying to rescue Miss Clyde K. Redd from the Iowa River.

Baltimore, Md.

Education - 1930

Scholarship and Other Distinctions.

Spingarn Medal

Atlanta, Ga., Journal
Friday, June 13, 1930

Prof. Henry A. Hunt Of Georgia Awarded Association Medal

NEW YORK, June 13.—(AP)—Announcement of the award of the 16th Spingarn medal to Henry A. Hunt of Fort Valley, Ga., was made Friday by the National Association for the Advancement of colored people.

The award ~~is made~~ annually to a United States citizen of African descent for distinguished achievement in "some honorable field of human endeavor." This year's award is "for 25 years of modest, faithful, unselfish and devoted service in the education of negroes of rural Georgia, and to the teaching profession in that state. In the face of great difficulties he has built up an excellent school, and has at all times advanced the cause of his race with tact, skill and integrity."

NEW YORK TIMES

JUN 13 1930

SPINGARN MEDAL WON BY GEORGIA EDUCATOR

Henry A. Hunt, Negro Principal, Honored for Service in Schooling His Race.

Henry A. Hunt, Negro principal of the Fort Valley ~~(Ga.) High and~~ Industrial School, is the winner of the sixteenth annual Spingarn Medal, awarded to the American citizen of African descent for "most distinguished achievement in some honorable field of human endeavor," it was announced yesterday by the National Association for the Advancement of Colored People. The medal, donated by Joel E. Spingarn, author and former Columbia professor, will be presented to Mr. Hunt at the twenty-first annual conference of the association, at Springfield, Mass., on the closing night, July 1, by William Allan Neilson, president of Smith College.

The medal has been awarded to Mr. Hunt, it was announced, "for twenty-five years of modest, faithful, unselfish and devoted service in the education of Negroes of rural Georgia." The announcement continues: "In the face of great difficulties he has built up an excellent school and has at all times advanced the cause of his race with tact, skill and integrity."

The committee on award for 1929 included:

Colonel THEODORE ROOSEVELT, Governor of Porto Rico.
Dr. JAMES H. DILLARD, director of the Jeanes and Slater Funds.
Dr. W. E. B. DuBois, editor of The Crisis.
JOHN HOPE, president of Atlanta University.
OSWALD GARRISON VILLARD, editor of The Nation.

Mr. Hunt, a native of Sparta, Ga., is a graduate of Atlanta University. For several years he taught at Biddle University, now known as Johnson C. Smith University. Twenty-five years ago he went to Fort Valley to take charge of the school there, which is now operated under the auspices of the American Church Institute for Negroes, an Episcopal organization. He also revived and reorganized a defunct State Negro teachers' organization and has otherwise helped to advance the cause of Negro education in the South.

Atlanta, Ga., Constitution
Saturday, June 14, 1930

Work in Education Wins Spingarn Medal For Georgia Negro

FORT VALLEY, Ga., June 13.—Walter White, secretary of the N. A. A. C. P., announces that the Spingarn medal committee at its meeting in New York chose H. A. Hunt, principal of the Fort Valley High and Industrial school, Fort Valley, Ga., as the sixteenth Spingarn medalist.

This medal is awarded annually to an American citizen of African descent for distinguished achievement in any field of endeavor. H. A. Hunt, in 25 years of service in building the Fort Valley school into one of the strongest cultural and industrial schools in the south, has inaugurated a real "folk" school, inspiring and educating a community of 200,000 negroes.

The medal will be presented by Dr. William Allen Neilson, president of Smith College, at the closing session of the 21st annual conference of the N. A. A. C. P., July 1, Springfield, Massachusetts.

CONSTITUTION
ATLANTA, GA.

JUL 6 - 1930

Constitution
7-6-30
Atlanta, Ga

"A LIGHT IN THE VALLEY."

It has been said of Professor H. A. Hunt, principal of the Fort Valley, Ga., High and Industrial school for negroes, that he kindled "a light in the Valley." Certainly his unusual achievement has long attracted favorable comment and often enthusiastic praise not only from his white neighbors, but from newspapers in Georgia and other parts of the south. So it is small wonder that this year he was awarded the Spingarn medal, which was presented to him at a public gathering a few days ago.

The Spingarn medal, which is given each year to an American citizen of African descent "for the most distinguished achievement in some honorable field of endeavor," could not have been more worthily bestowed. The story of Professor Hunt's unswerving faith and indomitable perseverance is vividly told in another page by Willie Snow Ethridge. Her account of Professor Hunt's rare achievement in the face of recurring hardships and paucity of funds, reveals the fine courage and high ideals of this negro man.

Born near Sparta, Ga., and for a number of years a carpenter in Atlanta, Hunt became imbued with the desire to aid his own people in a fashion fully suited to their needs. This spirit of helpfulness literally thrust him into the work which has won him recognition beyond the boundaries of his own state and proved a beneficence to the many thousands of negroes who are directly or indirectly within the radius of its influence. Long before the Spingarn award had been founded, Professor Hunt had won the admiration and approbation of the white people of his community and state.

In the section about Fort Valley, the leading people perceived very quickly that Professor Hunt was applying the kind of training that would most benefit his race. He realized that it was well that the negroes should be able to read and write and possess information that would be of value to them by way of education. But Professor Hunt saw even further than this—he realized that character-building is the basis of every sound educational method. He has more than once asserted that "a negro who has learned to be punctual, hard-working, honest and dependable is not ignorant; and though he does not know how to read and write, he is educated for he has mastered those subjects which count for most in life."

Professor Hunt not only provides a summer school for negro teachers who need additional training, but he has a visiting teacher of agriculture, a home club agent, an industrial supervisor, and a trained nurse. In addition there is a colored missionary who visits the families of negro farmers; and Professor Hunt makes every effort to reach the young negro boys who are idle between the closing of the peach season and the beginning of cotton picking. In brief, he seeks to open the minds, train the hands, care for the physical welfare and build the character of his pupils—of his people.

Negro leaders of this type have always had the sympathy, indorsement and co-operation of the white people of the south. Booker Washington found this true, and so did John H. Lewis, the widely-known negro educator who was born in Americus, Ga. Professor Lewis was for eight years president of the Morris Brown college in Atlanta and is now head of the Paul Laurence Dunbar school in Arkansas. It was just about the time the Spingarn medal was awarded to Professor Hunt that Professor Lewis was honored by an invitation to address the Rotary Club of Little Rock on the work he is doing for negro youths. He is the first of his race ever to speak to a southern Rotary club, and his presence was due to the recognition of his work by the leaders of Little Rock.

Men like Hunt and Lewis achieve success for two reasons: First, they have understood the limitations and needs of their own race; second, they are aware that southerners are not only willing but eager to encourage any negro who attempts to make the members of his race better citizens and trained, dependable workers in appropriate fields of endeavor.

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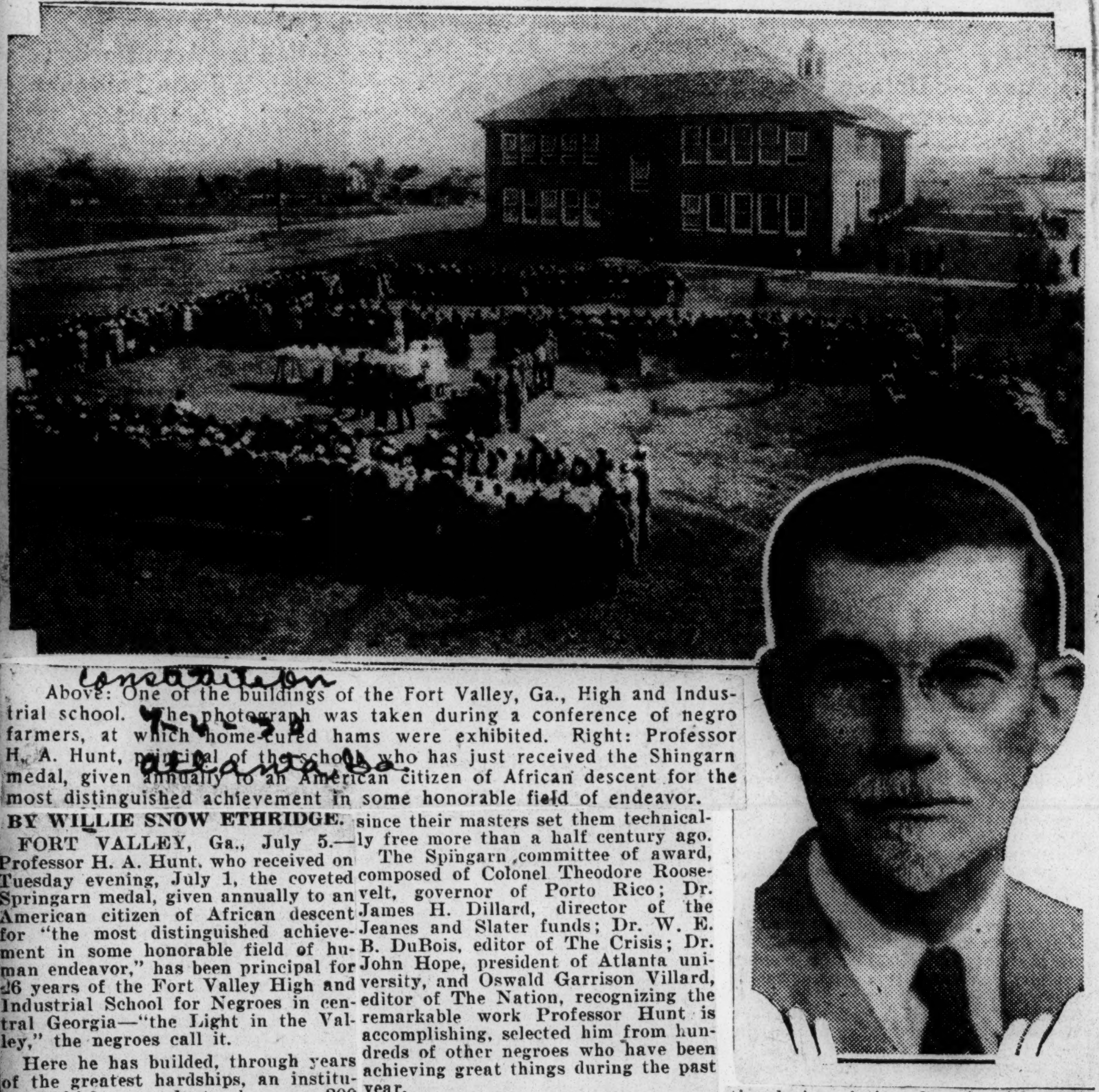
Education - 1930
Scholarship and Other Distinctions.

Spingarn Medal
6

Amazing Achievement of Prof. H. A. Hunt, Winner of Coveted Spingarn Medal, 1930



Constitution
7-6-30
atlanta Ga.

Above: One of the buildings of the Fort Valley, Ga., High and Industrial school. The photograph was taken during a conference of negro farmers, at which home-cured hams were exhibited. Right: Professor H. A. Hunt, principal of the school, who has just received the Shingarn medal, given annually to an American citizen of African descent for the most distinguished achievement in some honorable field of endeavor.

BY WILLIE SNOW ETHRIDGE.

FORT VALLEY, Ga., July 5.—Professor H. A. Hunt, who received on Tuesday evening, July 1, the coveted Springarn medal, given annually to an American citizen of African descent for "the most distinguished achievement in some honorable field of human endeavor," has been principal for 26 years of the Fort Valley High and Industrial School for Negroes in central Georgia—"the Light in the Valley," the negroes call it.

Here he has builded, through years of the greatest hardships, an institution which not only teaches over 800 students annually in its fourteen classes but influences the lives of more than 30,000 rural negroes in this thickly populated section of the black belt. His school is not simply a fountain of education for those who can enroll within its classrooms, but a source of inspiration and a constant guide and help to the thousands who occupy the little rain-washed cabins which dot that section. Its light brightens the path of black men and women who have been seeking the way out of their economic slavery ever since their masters set them technically free more than a half century ago.

The Spingarn committee of award, composed of Colonel Theodore Roosevelt, governor of Porto Rico; Dr. James H. Dillard, director of the Jeanes and Slater funds; Dr. W. E. B. DuBois, editor of The Crisis; Dr. John Hope, president of Atlanta university, and Oswald Garrison Villard, editor of The Nation, recognizing the remarkable work Professor Hunt is accomplishing, selected him from hundreds of other negroes who have been achieving great things during the past year.

They chose him, they said, because of his years of "modest, faithful and unselfish and devoted service in the education of negroes of rural Georgia" and because "in the face of great difficulties he has built up an excellent school and has at all times advanced the cause of his race with tact, skill and integrity."

The medal, donated by Joel W. Spingarn, author aand former Columbia professor, was presented to Professor Hunt by Dr. William Allan Neilson, president of Smith college, at the annual conference of the National Association for the Advancement of Colored People at Springfield, Mass. It marked the sixteenth time the medal had been awarded.

Hardships Suffered by Prof. Hunt.

Professor Hunt has been able to make such great strides at the Fort Valley and Industrial School because he is perfectly familiar with the problems that beset his people. He was born in a little cabin that squatted on a red hillside near Sparta, about 75 miles from Fort Valley. He was among the younger of eight brothers and sisters and learned very early in life the hardships that beset "darkies" on small, rundown farms. Almost as soon as he was able to toddle on his skinny "punkin yaller" legs, he chopped cotton, hoed potatoes, dropped corn and shelled peanuts for planting.

When still a boy in short pants, he left Sparta and journeyed to the metropolis of Atlanta, where opportunities seemed much bigger to his small dark eyes, bright as new marbles, in his pale-skinned, lean face. He began working at odd jobs—cleaning back yards, hauling in coal, chopping wood, making fires, selling papers in the long afternoons and evenings and going to school in the mornings. As he grew a little older, he frequently went to classes after firing a boiler all night.

Those years were very strenuous; but when he grew large enough to hold a real job, he became an expert carpenter. And finally, after years and years of continuous work and study, he was graduated from the Atlanta University.

Decides to Remain in the South.

Before he graduated he knew he wanted to help his own race. Should he go to Africa, where an opening awaited him, or work in the south? He decided he could do more good in the south and accepted a position at Biddle University, Charlotte, N. C., a school for negro men. He became its business manager and instructor of trades. Here he attracted the attention of the general education board. Dr. Wallace Buttrick, then its president, and George Foster Peabody, its treasurer, persuaded him to go to Fort Valley, where there was a small school on the verge of drying up.

Starts With Less Than Nothing.

The school had been started in an old lodge hall on the edge of Fort Valley in the heart of the peach section in 1895. There were, within a radius of a hundred miles of the Fort Valley school, more than 500,000 negroes, the majority of them ignorant, underfed, lazy-going, sleepy blacks. The opportunity for the school was obvious, but it had neither the confidence of the white people of Fort Valley, nor the co-operation of the negroes.

The general education board laid the school at the feet of Professor Hunt. To one of less vision than this tall, courteous, scholarly-looking negro, with finely chiseled features, the school would have seemed a very good place to bury one's self and rot; but to him it looked like the missionary field for which he had been seeking.

No matter if it had only a three-room schoolhouse, a dilapidated barn, a laundry shack, a bare principal's home, and an incompleted Jeanes dormitory, only six teachers, 185 pupils and a pitifully small budget, Professor Hunt saw it as the first unit of a great institution.

Money was the problem that harassed Professor Hunt above all others during his first years at Fort Valley. He wrote letters, hundreds of them, to every man he thought might be interested in educating the negro. Frequently in those first years, the school found itself down to its last dime. Indeed, there were many other anxious periods in the early life of the school. On several occasions Professor Hunt sold pieces of his property in Georgia and North Carolina to tide over hard times, and often he borrowed money on his insurance policies to pay the teachers' salaries. Then there were three months when the school fed almost entirely from the fall garden because there was no money to buy food.

Recognition Gradually Comes.

Gradually, educational boards, philanthropic societies and generous people began to learn of the fine work that Professor Hunt was carrying on. Donations began to increase and came more regularly. Chapel Hall was completed, Huntington Hall was built, Jeanes Hall remodeled, a brick laundry erected, the acreage of the campus extended, and waterworks installed.

The Rockefeller board enlarged its gifts; the American Church Institute for Negroes agreed to subscribe annually toward the budget; the county and city boards of education increased their appropriations and northern capitalists opened wider their purses.

Four years ago Professor Hunt launched a campaign for $270,000 for new buildings and improvements on the campus. To this fund the general education board gave first $25,000, then $100,000 on the condition that the school raise $100,000 from other sources. Professor Hunt, of course, raised it. The Carnegie Corporation gave $25,000 to build a Carnegie library; Mrs. Royal C. Peabody the sister-in-law of George Foster Peabody, gave $25,000 to build the Royal C. Peabody trades school as a memorial to her husband.

Edward S. Harkness, of New York; Julius Rosenwald, of Chicago; George Burnham and T. J. Lewis, of Philadelphia; Mrs. P. W. Harvey, Howard M. Hanna, Mrs. Coburn Haskell and William Mather, of Cleveland, grew interested in the work. Many others gave regularly and expressed to Professor Hunt their appreciation of his labors.

Fort Valley High of Today.

Now instead of the three-room school house and the little wooden shacks that were there when Professor Hunt arrived 26 years ago, there are 12 substantial buildings, eight of them modern brick structures. The plant valued then at $9,500 is now worth $450,000. The student body of 185 has been increased to 890, including summer school; the faculty of six to 45; the small plot of mortgaged ground to 90 rolling acres of unencumbered land.

The school consists of six grammar grades, three junior and three senior high grades and two grades of teacher training work. Though the same subjects are taught here as are on the curriculum of other industrial schools, Professor Hunt has his own ideas about education and stresses them in every course. The members of his race need to be taught, along with other things, dependability; they need to be trained in economic efficiency.

A negro who has learned to be punctual, hard-working, honest and dependable is not ignorant, in the opinion of Professor Hunt. Though he does not know how to read and write, he is educated for he has mastered those subjects that count for most in life.

Professor Hunt has built a school whose doors never shut. When its regular term of nine months is over, it begins its summer school for the rural teachers of the counties in central and south Georgia. In addition, there are a visiting teacher of agriculture, a home clubs agent, an industrial supervisor and a registered nurse. The last-named holds classes not only in physiology and hygiene, but home-nursing and does much community work.

And Professor Hunt has also provided his community a colored missionary who visits the negro quarters on the peach orchards and encourages the families to have Bibles and to attend Sunday school and church. He also assists with the preachers' congress that is held at the school the last of July each year for all the preachers of that section.

Truly "A Light in the Valley."

Not yet satisfied with all this outside community work, Professor Hunt has tried to reach the young negro boys who hang around on street corners every summer between the closing of the peach season and the beginning of the cotton picking season. He attempts to furnish them with amusement in the form of baseball games, giving them the use of the school ballground, shower baths and the school truck to take them to nearby communities for contests. He shows them movies and arranges for other kinds of amusements, so that their idle hands will not find evil work to do.

Still another activity which the school fosters is the singing of the old negro spirituals and the holding of choir contests in the negro churches at Fort Valley.

With all these programs under way, Professor Hunt's school has become a great negro center to which all who need help and desire to be led to a higher and finer plane of living may come. It is small wonder that he was awarded the notable Spingarn medal, for he has truly kindled a "Light in the Valley."

MORDECAI JOHNSON JOINS SPINGARN MEDAL AWARD COMMITTEE

Tribune

7-31-30

Savannah, Ga.

New York, July 25—Dr. Mordecai W. Johnson, president of Howard University and Fifteenth Spingarn Medalist, has accepted an invitation extended him by the Board of Directors of the N. A. A. C. P, to become a member of the Spingarn Medal Award Committee. Dr Johnson's acceptance makes the second addition to the committee within the past week, the other, previously announced, being Edwin R. Embree, president of the Julius Rosenwald Fund. The full membership of the committee now is Oswald Garrison Villard, chairman; John Hope, James H. Dillard, Theodore Roosevelt, W. E. B. DuBois, Mordecai W. Johnson.

Spingarn Medal

Education - 1930

Scholarship and Other Distinctions.

Macon, Ga. Telegra-
Sunday, July 6, 1

SPINGARN MEDAL TO GEORGIA NEGRO

Henry A. Hunt, Principal of Fort Valley High and Industrial School, Rewarded For "Distinguished Achivement" Among Negroes—Through His School He Has Touched Lives of Thousands of Negroes

By WILLIE SNOW ETHRIDGE

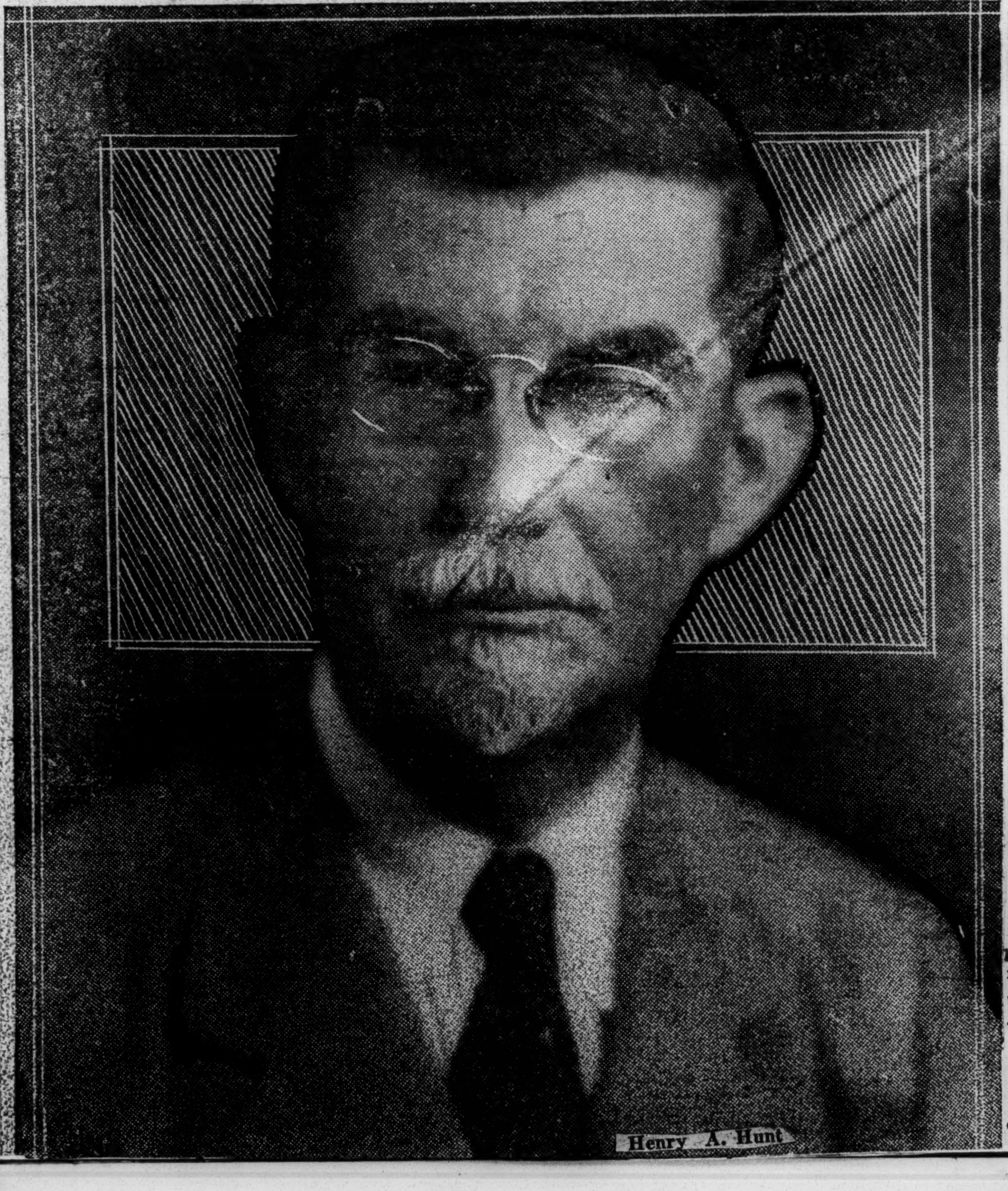
A SCHOLARLY looking Negro, with a sun-tanned-shade of complexion; a small, finely chiseled nose; thin lips; soft, straight black hair that sweeps in a pompadour from his high forehead; a white mustache, closely clipped; a white goatee, and keen brown eyes behind rimless glasses, has been awarded the coveted Spingarn medal, given annually to the American citizen of African descent for "the most distinguished achievement in some honorable field of human endeavor."

He is Henry A. Hunt, who for 26 struggling years has been principal of the Fort Valley High and Industrial school—"The Light in the Valley," as he calls it. The "light" now, though, has thrust its beam far beyond the valley and caught the eyes of discerning men.

Colonel Theodore Roosevelt, governor of Porto Rico; Dr. James H. Dillard, director of Jeanes and Slater funds; Dr. W. E. B. DuBois, editor of The Crisis; John Hope, president of Atlanta university, and Oswald Garrison Villard, editor of The Nation, composed the committee of award which selected Professor Hunt for the honor.

They chose him, they said, because of his years of "modest, faithful and unselfish and devoted service in the education of Negroes of rural Georgia" and because "in the face of great difficulties he has built up an excellent school and has at all times advanced the cause of his race with tact, skill and integrity."

With his narrow shoulders rounded from the burden he has so long carried upon them, and his distinguished head bent slightly forward, as if the load had bowed his neck, too, Professor Hunt received the medal from the hands of William Allan Neilson, president of Smith college, on Tuesday evening at the annual conference of the National Association for the Advancement of Colored People, at Springfield, Mass. It was sixteenth annual medal, donated by Joel E. Spingarn, author and former Columbia professor.


Henry A. Hunt

Professor Hunt is a native Georgian, having been born just 30 or 40 miles from Macon near Sparta, in a weather-stained cabin on a red hillside. He was among the youngest of eight brothers and sisters. His father farmed and young Henry spent the early years of his life chopping cotton, hoeing potatoes, dropping corn and shelling peanuts and peas for planting.

Though the Hunts were poor and worked from early sunrise to sunset to get food for their brood, they were tremendously interested in education. They sent Henry and his sisters and brothers to the little, unpainted school house that was open for three months each year. There, on those crude benches, they caught in some miraculous way the desire for book learning and the determination to get it.

When he was still a small boy Henry left Sparta and went to Atlanta where the opportunities for learning and getting ahead in the world seemed much better to his alert, bright eyes. He worked at various odd jobs in the afternoons and went to school in the mornings. For eight years he did it, frequently going to classes after he had fired a boiler all night.

While he was still in his teens he learned the carpentry trade and this helped him tremendously with his schooling. He worked as a carpenter during the summer months and went to school in the winter. Finally he was graduated from Atlanta university and accepted a position at Biddle university at Charlotte, N. C., a college for Negro men. He was business manager of the institution and instructor of trades.

HIS work in this new field was so satisfactory that it attracted the attention of the General Education board (the Rockefeller board). The board sent for him to come to New York and when he reached there, Dr. Wallace Buttrick, who was then its president and George Foster Peabody, its secretary, persuaded him to give up the good position which he held at Biddle and come to Fort Valley, where there was one old lodge hall, serving as a school for the Negroes of Central Georgia.

This school had been started in 1895 by J. W. Davidson when the success of Booker T. Washington at Tuskegee led to an educational renaisance for Negroes throughout the South. As you perhaps, remember, Negro schools popped up all over the South then but with no money to back them, they were soon withering upon their too rapidly grown stalks.

This school at Fort Valley held 145 students, three instructors and an annual budget of $840. When the General Board of Education sent for Professor Hunt, the school was in a very bad way. It did not have the confidence of the white people of Fort Valley, nor the co-operation of the Negroes.

To one of less vision than Professor Hunt, it would have seemed like a very good place to bury one's self and rot; but to Professor Hunt it looked like a missionary field where he could work great miracles for his race.

When he and his wife and three children arrived at Fort Valley, 26 years ago on a dark, chilly, rainy February night, they found on the edge of town a three-room school building, an old barn, a laundry shack, and a big, bare principal's home. They were standing on a low flat sweep of land without a tree or tuft of grass to break the dismal scene. A Jeanes Hall was being erected with money from the Jeanes' fund—that fund left by a Quaker lady, named Jeanes, for the education of the Negro; but it was far from being completed.

Those first months were a long, horrible nightmare to Professor Hunt and his wife. Old pictures flash before their eyes now when they get to thinking back. "The big pond between the school and the Central of Georgia Railway, so near . . . men, women and children paddling in the water, riding in bateaux, shooting the bull frogs . . ." Professor Hunt's wife wrote recently in the anniversary edition of the school's paper . . . "at night, the croak of the frogs, the yells of the drinkers, gamblers on the railroad banks, mosquito beds, green slimy puddles of water—typhoid, malaria . . . summertime—few gardens, pork meat, no screened markets, flies, gnats, sore-eyed babies—no nurses, no colored doctors.

"Girls and boys loitering along to school—eight, nine, ten o'clock, any hour. At noon excused to go home to carry dinner. Spending four months, three, two in school during the year. The best time to enter after Christmas. From harvesting to December 25th getting ready for Christmas. Christmas Eve to January 1st—firecrackers, drink, shooting, swearing, fighting—going to jail . . .

"The new, educated Negroes looked at so hard—so silently, with the eye of doubt, fear, suspicion . . ."

Professor Hunt slowly began to change all this. He rushed the completion of the Jeanes building, he beautified the campus, he won the admiration of the white people of the county, he enlarged his faculty, he inspired the Negroes of the community to work and study, and he begged money.

Oh, how he begged money! He wrote letters, hundreds and hundreds of them, to every man he knew who was interested in educating the Negro, and he told them of the work he was trying to do for the simple, ignorant people of this section. Sometimes the money came in generously, but there were other times when the school was down to its last dime.

ONE COMMENCEMENT season came, and in spite of the letters that Professor Hunt wrote and the speeches he made and the prayers he delivered, there was no money to pay off the teachers. He went about the campus with such a load upon him that he felt as if he were lying prone with a bale of cotton upon his chest. He had heard from every man to whom he had written who usually answered his letters, except one. For weeks his hopes had been pinned to this man, whom he had asked to approach his father about a donation to the school. The father was very old, but it had been his habit for years to give $250 a year to the school.

The commencement sermon had been preached and still there was no money to pay off the members of the faculty or to buy the food for another day. As Professor Hunt drove the commencement speaker, who had come from Macon, to the train in the mule and buggy, his heart was heavy. It seemed that he would have to close down the institution.

On the way home from the station he went by the postoffice and there was a letter from the man's son to whom he had written. So much depended upon that letter, that at first he was afraid to open it; but when he did there was a check, not for the usual $250, but for $5,000.

There were many such anxious periods in the early life of the school. On several occasions, Professor Hunt sold pieces of his personal property in Georgia and North Carolina to tide over hard times, and frequently he borrowed money on his insurance policies to run the school. Then there were three months when the school was fed almost entirely from the fall garden, because there was no money to buy food elsewhere.

Gradually though, as educational boards and philanthropic societies and generous people began to learn of the fine work that Professor Hunt was carrying on at Fort Valley, the donations began to come more regularly. The Rockefeller board increased its gifts; the American Church Institute for Negroes agreed to subscribe annually to the school; the Georgia Board of Education increased its donation, and friends opened wider their purses.

Four years ago Professor Hunt launched a campaign for $270,000 for new buildings and improvements on the campus. To this fund the General Board of Education gave $100,000 on the condition that the school raise $100,000 from other sources. Professor Hunt, you may be sure, raised it. This last $100,000, made $140,000 which the General Education Board had given in all to the school.

The Carnegie Corporation gave $25,000 to build a Carnegie Library and Mrs. Royal C. Peabody, the sister-in-law of George Foster Peabody, gave $25,000. This was used to erect the Peabody Trades school as a memorial to her husband.

Now instead of the three room school house, the incompleted dormitory and the little wooden shacks that were on the barren campus when Professor Hunt came to the school 26 years ago, there are 12 modern brick structures. The plant that was then valued at $950, is now worth $450,000. The student body of 145 has been increased to 890; the faculty of three to 45; the one town lot to 90 green rolling acres of farm land.

Professor Hunt has built a school whose doors never shut. It runs the year through, keeping its light trimmed and burning for the hundreds of Negroes that live within the radius of its beams. It is estimated that it influences the lives of more than 30,000 Negroes annually.

THE SCHOOL consists of six grammar grades, three junior and three senior high grades and two grades of teacher training work. Only graduates of accredited high schools are eligible to the normal school, except during the summer school when the teachers from the rural schools throughout the state gather there for six weeks training in methods of teaching.

Though the regular subjects are taught in his school that are found in other schools, Professor Hunt has his own ideas about education and stresses them through every course. The members of his race need to be taught above all other things dependability, they need to be trained for economic efficiency, he believes.

"The economic condition of the Negro is getting critical and one of the gravest reasons is because, he is inefficient," Professor Hunt argues. "The South has been unfair to the Negroes in more ways than lynching. It has allowed them to get by year after year in an easy going, slip-shoddy manner. Their masters have not been exacting. The Negroes have had a reserved seat in creation around here and they have not had to work. They have not been taught to be dependable, efficient and trust-worthy, and now they are having to suffer for it."

Professor Hunt believes the members of his race should be taught those things that have a close relation to the life they will live. An education that teaches a man to spell Constantinople, because it is a hard word, and does not teach him to spell Eatonton his neighboring town, is all wrong. He, perhaps, will never use the word Constantinople for he knows no one there; but he will frequently want to write friends in Eatonton. A Negro, who will never have any hard mathematical sums to work, should not spend his days pouring over them; but should be studying something that will help him in his life's work.

A Negro who has learned to be punctual, dependable, hard-working, honest and wide-awake is not ignorant, in the opinion of Professor Hunt. Though he does not know how to read and write, he is educated for he knows those things that count most in life.

Professor Hunt has not only built up a first class boarding school; but, what he considers far more important, a community school which serves all the people for miles and miles around. The Negro women, who cook in the homes of Fort Valley, come two and three times a week to school to learn how to be better cooks. They are taught how to preserve, can, bake, plan meals and serve them properly. Other women come for sewing lessons, home-nursing, handicraft courses, in which they are taught how to make shopping bags out of corn shucks, to re-set chairs, to fashion the loveliest fans from corn shucks, to make old-fashioned sedge-straw brooms, to weave baskets of pine needles and raffia, to make corn-shuck mats and numerous other articles for the home.

Men come from miles around to classes in bricklaying, carpentry, plastering, and concrete work. All the buldings on the school campus have been built by students learning the trade of carpentry and all the concrete walks and benches have been fashioned by students. Professor Hunt himself acts as the contractor for these undertakings.

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Then the school has a home-demonstration agent, who organizes home-economic clubs throughout the surrounding country. She teaches the Negro women how to make money from their garden and canning projects, how to save it and how to keep accurate accounts.

The school also has a Jeanes industrial supervisor, supplied to the school through the Jeanes fund. She works throughout the state among the Negro schools. She has assisted in building ten Rosenwald schools; has induced Negro communities to supplement the salaries of teachers and to repair the lodge halls frequently used for schools, and has helped to increase the length of school terms.

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feller board). The board sent for him to come to New York and when he reached there, Dr. Wallace Buttrick, who was then its president and George Foster Peabody, its secretary, persuaded him to give up the good position which he held at Biddle and come to Fort Valley, where there was one old lodge hall, serving as a school for the Negroes of Central Georgia.

This school had been started in 1895 by J. W. Davidson when the success of Booker T. Washington at Tuskegee led to an educational renaisance for Negroes throughout the South. As you perhaps, remember, Negro schools popped up all over the South then but with no money to back them, they were soon withering upon their too rapidly grown stalks.

This school at Fort Valley held 145 students, three instructors and an annual budget of $840. When the General Board of Education sent for Professor Hunt, the school was in a very bad way. It did not have the confidence of the white people of Fort Valley, nor the co-operation of the Negroes.

To one of less vision than Professor Hunt, it would have seemed like a very good place to bury one's self and rot; but to Professor Hunt it looked like a missionary field where he could work great miracles for his race.

When he and his wife and three children arrived at Fort Valley, 26 years ago on a dark, chilly, rainy February night, they found on the edge of town a three-room school building, an old barn, a laundry shack, and a big, bare principal's home. They were standing on a low flat sweep of land without a tree or tuft of grass to break the dismal scene. A Jeanes Hall was being erected with money from the Jeanes' fund—that fund left by a Quaker lady, named Jeanes, for the education of the Negro; but it was far from being completed.

Those first months were a long, horrible nightmare to Professor Hunt and his wife. Old pictures flash before their eyes now when they get to thinking back. "The big pond between the school and the Central of Georgia Railway, so near . . . men, women and children paddling in the water, riding in bateaux, shooting the bull frogs . . ." Professor Hunt's wife wrote recently in the anniversary edition of the school's paper . . . "at night, the croak of the frogs, the yells of the drinkers, gamblers on the railroad banks, mosquito beds, green slimy puddles of water—typhoid, malaria . . . summertime—few gardens, pork meat, no screened markets, flies, gnats, sore-eyed babies—no nurses, no colored doctors.

"Girls and boys loitering along to school—eight, nine, ten o'clock, any hour. At noon excused to go home to carry dinner. Spending four months, three, two in school during the year. The best time to enter after Christmas. From harvesting to December 25th getting ready for Christmas. Christmas Eve to January 1st—firecrackers, drink, shooting, swearing, fighting—going to jail . . .

"The new, educated Negroes looked at so hard—so silently, with the eye of doubt, fear, suspicion . . ."

Professor Hunt slowly began to change all this. He rushed the completion of the Jeanes building, he beautified the campus, he won the admiration of the white people of the county, he enlarged his faculty, he inspired the Negroes of the community to work and study, and he begged money.

Oh, how he begged money! He wrote letters, hundreds and hundreds of them, to every man he knew who was interested in educating the Negro, and he told them of the work he was trying to do for the simple, ignorant people of this section. Sometimes the money came in generously, but there were other times when the school was down to its last dime.

ONE COMMENCEMENT season came, and in spite of the letters that Professor Hunt wrote and the speeches he made and the prayers he delivered, there was no money to pay off the teachers. He went about the campus with such a load upon him that he felt as if he were lying prone with a bale of cotton upon his chest. He had heard from every man to whom he had written who usually answered his letters, except one. For weeks his hopes had been pinned to this man, whom he had asked to approach his father about a donation to the school. The father was very old, but it had been his habit for years to give $250 a year to the school.

The commencement sermon had been preached and still there was no money to pay off the members of the faculty or to buy the food for another day. As Professor Hunt drove the commencement speaker, who had come from Macon, to the train in the mule and buggy, his heart was heavy. It seemed that he would have to close down the institution.

On the way home from the station he went by the postoffice and there was a letter from the man's son to whom he had written. So much depended upon that letter, that at first he was afraid to open it; but when he did there was a check, not for the usual $250, but for $5,000.

There were many such anxious periods in the early life of the school. On several occasions, Professor Hunt sold pieces of his personal property in Georgia and North Carolina to tide over hard times, and frequently he borrowed money on his insurance policies to run the school. Then there were three months when the school was fed almost entirely from the fall garden, because there was no money to buy food elsewhere.

Gradually though, as educational boards and philanthropic societies and generous people began to learn of the fine work that Professor Hunt was carrying on at Fort Valley, the donations began to come more regularly. The Rockefeller board increased its gifts; the American Church Institute for Negroes agreed to subscribe annually to the school; the Georgia Board of Education increased its donation, and friends opened wider their purses.

Four years ago Professor Hunt launched a campaign for $270,000 for new buildings and improvements on the campus. To this fund the General Board of Education gave $100,000 on the condition that the school raise $100,000 from other sources. Professor Hunt, you may be sure, raised it. This last $100,000, made $140,000 which the General Education Board had given in all to the school.

The Carnegie Corporation gave $25,000 to build a Carnegie Library and Mrs. Royal C. Peabody, the sister-in-law of George Foster Peabody, gave $25,000. This was used to erect the Peabody Trades school as a memorial to her husband.

Now instead of the three room school house, the incompleted dormitory and the little wooden shacks that were on the barren campus when Professor Hunt came to the school 26 years ago, there are 12 modern brick structures. The plant that was then valued at $950, is now worth $450,000. The student body of 145 has been increased to 890; the faculty of three to 45; the one town lot to 90 green rolling acres of farm land.

Professor Hunt has built a school whose doors never shut. It runs the year through, keeping its light trimmed and burning for the hundreds of Negroes that live within the radius of its beams. It is estimated that it influences the lives of more than 30,000 Negroes annually.

THE SCHOOL consists of six grammar grades, three junior and three senior high grades and two grades of teacher training work. Only graduates of accredited high schools are eligible to the normal school, except during the summer school when the teachers from the rural schools throughout the state gather there for six weeks training in methods of teaching.

Though the regular subjects are taught in his school that are found in other schools, Professor Hunt has his own ideas about education and stresses them through every course. The members of his race need to be taught above all other things dependability, they need to be trained for economic efficiency, he believes.

"The economic condition of the Negro is getting critical and one of the gravest reasons is because, he is inefficient," Professor Hunt argues. "The South has been unfair to the Negroes in more ways than lynching. It has allowed them to get by year after year in an easy going, slip-shoddy manner. Their masters have not been exacting. The Negroes have had a reserved seat in creation around here and they have not had to work. They have not been taught to be dependable, efficient and trust-worthy, and now they are having to suffer for it."

Professor Hunt believes the members of his race should be taught those things that have a close relation to the life they will live. An education that teaches a man to spell Constantinople, because it is a hard word, and does not teach him to spell Eatonton his neighboring town, is all wrong. He, perhaps, will never use the word Constantinople for he knows no one there; but he will frequently want to write friends in Eatonton. A Negro, who will never have any hard mathematical sums to work, should not spend his days pouring over them; but should be studying something that will help him in his life's work.

A Negro who has learned to be punctual, dependable, hard-working, honest and wide-awake is not ignorant, in the opinion of Professor Hunt. Though he does not know how to read and write, he is educated for he knows those things that count most in life.

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Education - 1930
Self-Help in.

See Also: Education: Common Schools, Improvement of
Juvenile Delinquency
Money for Education.
Woman's Work

Education - 1930

Summer Schools, Chautauquas, etc.

GREENVILLE, S. C.
NEWS

APR 18 1930

School For Negro Teachers Will Start In City June 9

Summer Sessions For Five Counties To Be Continued Through July 12

With the second largest enrollment in the state, the Greenville summer school for negro teachers will begin daily sessions here June 9 and continue through July 12. Negro teachers from Greenville, Spartanburg, Anderson, Laurens and Pickens counties will come here for instruction in teaching methods and essentials of their profession.

A bulletin describing the school and its aims has been prepared in the office of J. F. Whatley, county superintendent of education, and will go to the printers within the next few days.

LEADERS OF SCHOOL

R. L. Hickson, of Schofield institute, Aiken, is director of the school and Lila Sewell, 608 Anderson street, this city, is registrar.

It is necessary for all teachers holding provisional certificates be granted a new provisional certificate before they will be eligible to teach next year, Mr. Whatley said. Credits obtained at summer school will be used as a basis for recommendation that such a certificate be granted.

The school is approved by the state department of education and will provide instruction for all negro teachers in the western Piedmont section. Sessions will be held in the Union High school building.

FURMAN TO COOPERATE

Furman university will cooperate with the school by lending services of two faculty members weekly for lecture courses. Other men and women prominent in educational and civic life of the city will appear before teachers, it was announced.

An extensive program of entertainment will be arranged in addition to educational facilities provided. Included in the program will be trips to points of interest surrounding Greenville.

HOUSTON, TEX.
CHRONICLE

APR 27 1930

Negro Junior College Is To Offer Summer Course

The Houston Negro Junior College, the first municipally owned institution of this type in the United States, has proved very popular this year," according to L. T. Cunningham, assistant to the superintendent of schools.

"This school will be open for a six weeks' summer term and will offer the regular courses taught during the regular term. But several outstanding educators from leading negro colleges and universities outside the state will be added to the faculty," Mr. Cunningham said.

This institution is proving of great benefit to negro teachers, many of whom are availing themselves of the training offered there to qualify themselves for permanent certificates to teach. Graduates of local negro high schools are also enabled to receive training in this fully accredite college at a considerable saving over what their expenses would be if they were forced to attend a college not located here, according to J. T. Fox, dean of the school.

ST. JOSEPH, MO.
NEWS-PRESS

MAY 31 193

NEGROES' SUMMER SCHOOL

Classes at Bartlett Will Be Opened Monday Morning.

Summer school for the Negro children will open at 8:30 o'clock Monday morning at the Bartlett School, Fred H. Barbee, superintendent of schools, announced today. The school is for those desiring third to eighth grade work.

Lucille Robinson, a teacher at the Barlett School, will be the instructor. The rate will be $1 a week for each pupil and the school will be conducted on the same basis as the one for white children at the Robidoux School

Arkansas.

Education-1930

Supervisors, state of Rural Schools.

LITTLE ROCK, ARK.
GAZETTE

JUN 7 - 1930

Supervisor of Negro Schools and His Successor During a Leave of Absence

Rec

FRED T. MITCHELL.

ED McCUISTION.

SUPERVISOR GIVEN LEAVE OF ABSENCE

Ed McCuistion Named to Succeed Fred T. Mitchell, Who Receives Scholarship.

At a meeting of the state Board of Education yesterday at the office of C. M. Hirst, state superintendent of public instruction, Fred T. Mitchell, supervisor of Negro schools, was granted a year's leave of absence to attend Cornell University on a scholarship awarded to him by the Julius Rosenwald Foundation and the General Education Board.

Ed McCuistion, superintendent of schools at Wilson, was elected to succeed Mr. Mitchell. He is a twin brother of Fred McCuistion, former supervisor of Negro schools and now assistant secretary of the Rosenwald Fund.

Mr. Mitchell is a graduate of Mississippi A. & M. College and of George Peabody College for Teachers, Nashville, Tenn. He taught vocational agriculture at Wilson six years and was district supervisor of agricultural education in eastern Arkansas two years. He has been connected with the state Department of Education two years as assistant supervisor of agricultural education and acting supervisor of Negro schools. He attended Cornell one year and will complete requirements this year for a Ph. D. degree.

Mr. McCuistion is a graduate of Hendrix College and holds an M. A. degree from Peabody College. He has done one year's work toward a doctor's degree. He was superintendent of schools at DeWitt several years and has taught several summer terms at the Jonesboro Agricultural and Mechanical College.

Wants School Debt Paid.

The Board of Education adopted a resolution, asking the state Debt Board to issue $930,950 in bonds to repay the remainder of the state's debt to the permanent school fund. If the Debt Board sells bonds to pay this loan that amount will be available in the permanent school fund to be loaned to the revolving loan fund, which in turn will lend the money in amounts not exceeding $10,000 to school districts throughotu the state to help them carry out building programs.

The Board of Education approved modification of a regulation relating to class "C" high schools to permit such schools to maintain a divided term of eight months, instead of an unbroken term. This action was taken to permit communities in which such action appears for the best interest of the school and citizens to take a recess for harvesting crops. Another regulation was amended to permit wing elementary schools in rural territory served by a class "A" or class "B" central high school, which is a part of the same system, to maintain an eight months' term without affecting the rating of the central high school, which is required to maintain a nine months' school.

D.C.

Education - 1930
Supervisors, State of Rural Schools, etc.,

U.S. Seeks $3,800 Expert in Negro Education

Afro-American 3-15-30

Civil Service Commission Authorized to Fill Vacancy in Department of Education. No Examination—Applicants Must File Qualifications.

WASHINGTON. (CNS)—The United States Civil Service Commission has announced an open competition examination under the title, "Educationist—Male Specialist in Negro Education, $3,800" (application form 2,600), to fill a vacancy in the Office of Education, Department of Interior, in Washington, D. C.

Baltimore, Md.

Applicants must be male citizens of the United States and must not have reached their fifty-third birthday on April 9, 1930, on which date all applications must be on file with the Civil Service Commission at Washington, D.C.

The age limit, however, does not apply to persons entitled to preference because of military or naval service, but such applicants must not have reached the retirement age.

No Examination

Competitors will not be required to report for examination at any place, but will be rated on their education, experience, and fitness, on a scale of 100, such ratings being based upon competitors' sworn statements in their applications and upon corroborative evidence.

The minimum qualifications are scholarship represented by a bachelors' degree from a college or university of recognized standing, with specialization in education; one year of graduate work in education; and at least four years of successful experience in teaching, supervising, or administering schools intended primarily for children of the Negro race, including not less than two years in supervisory or administrative positions; provided, that one year of additional post-graduate work in education may be substituted for each two years of required experience.

Applicants should submit with their applications a list of any publications or documents written by them on education and especially on the education of the Negro, and furnish evidence of their ability to do research work.

Duties

The appointee under general supervision will perform the following duties.

1. Plan and carry out important research studies in the education of Negroes especially of elementary grade; also in Negro secondary education especially for those preparing to enter employment directly from high schools.
2. Study the work and organization of public school systems.
3. Study content of courses of study in such schools with a view to recommending changes that may be necessary to enable the schools to prepare colored pupils for effective citizenship.
4. Study communities to determine the nature of courses that should be offered in schools and localities.
5. Serve as consultant to school officials and make public addresses on Negro education before educational organizations.

The entrance salary for this position is $3,800 a year. A probationary period of twelve months is required; advancement after that depends upon individual efficiency, increased usefulness, and the occurrence of vacancies in higher positions.

TEACHERS NAME LUCAS, SYPHAX AS DELEGATES

Washington Herald 7-27-30
Washington, D. C

Body To Give Scholarship Of $100 To Senior High Student

The Columbian Educational Association composed of teachers and officers of divisions 10-13 of the local public schools, sent M. Grant Lucas, president of the association, and J. C. Bruce, supervising principal of division 13, as delegates to the National Education Association convention which was held in Columbus, Ohio, from June 28 to July 3.

The Columbian Educational Association has also voted to send its president, Mr. Lucas, and J. E. Syphax, principal of the Birney School, as delegates to the annual convention of the National Association of Teachers in Colored Schools, which will be held in Petersburg, Va., from July 22 to July 26.

Another important step adopted by the Columbian Educational Association is that of giving a scholarship of a hundred dollars to some deserving graduate of the senior high schools of divisions 10-13.

This scholarship was accepted and endorsed by the Board of Education at its last meeting and a letter to that effect has been sent to the association by H. O. Hine, secretary of the board. A committee to conduct a competitive examination to determine who is to be the recipient of this award was appointed by G. C. Wilkinson, First Assistant Superintendent of Schools.

Staff of Education Specialist Enlarged

WASHINGTON, (CNS.) — (Special to AFRO-AMERICAN). — The staff of Dr. Ambrose Caliver, specialist in Negro education in the United States Office of Education, has recently been enlarged by the addition of a research assistant to the specialist. The new member of the staff is Miss Theresa A. Birch, of Little Rock, Arkansas.

Afro-American 11-8-30

Miss Birch is a graduate of Fisk University and was formerly registra at that institution before coming to her new position here in Washington. She has attended the University of Chicago, where she is pursuing work for her master's degree in psychology and education.

The major duties of the new research assistant will relate to the National Secondary Survey and the National Survey of Teacher Education, the Negro phases of which the specialist in Negro education will be responsible for. Miss Birch assumed her duties on November 1.

The secretary in the office is Miss Ethel K. Graham. Miss Graham is a Washingtonian and a graduate of the Dunbar (M St.) High and the Miner Normal Schools. She has had considerable government experience, having worked in the United States Veterans Bureau in Washington and at the Veterans' Hospital at Tuskegee, Alabama, as well as in the Bureau of the Census, from which office she was transferred to the Office of Education on October 7. She has traveled widely both in the United States and foreign countries.

Georgia.
6

Education-1930

Supervisors, State of Rural Schools, etc.,

Lumpkin, Ga., Journal
Friday, July 25, 1930

J. C. DIXON NAMED SUPERVISOR NEGRO EDUCATION IN GEORGIA APPOINTMENT EFFECTIVE AT ONCE

Former Richland Teacher Heads Entire System of Negro Education of Georgia, Succeeding Walter Hill, Who Goes To Richmond, Va.

Rec

Prof. J. C. Dixon, formerly superintendent of the Richhland Public Schools, but for the past few years connected with the State Department of Education as one of its state supervisors, has recently been appointed Supervisor of Negro Education, and will hereafter have complete control of this department of school work in the state.

Mr. Dixon succeeds Walter B. Hill, who has been in charge of this work for the past several years. Mr. Hill resigned to accept the position of assistant to Jackson Davis, Southern Representative of Negro Education, Division of General Education Board of New York. Mr. Hill will have headquarters in Richmond, Va.

State Superintendent M. L. Duggan, of the Department of Education of Georgia, announces that Mr Dixon's appointment had been approved by the State School Board and he would enter his duties immediately.

This promotion places Mr. Dixon in complete charge of one of the most extensive educational works in the state.

Dixon Will Direct Negro School Work

Constitution

Atlanta, Ga.

7-17-30

J. C. Dixon, former superintendent of education and business administration in the state department of education, Wednesday was appointed superintendent of negro education by M. L. Duggan, state superintendent of schools.

Mr. Dixon succeeds Walter B. Hill, who has accepted a position as assistant to Jackson Davis, southern representative of the General Board of Negro Education in the South, with headquarters in Richmond, Va.

Education - 1930

Kentucky.

Supervisors, State of Rural Schools, etc..

PROF. RUSSELL SLATED FOR EDUCATION BODY

Argus

LOUISVILLE, Ky., Jan. 30. — (ANP) Prof. H. C. Russell, one of the best known teachers in Kentucky, former President of the Kentucky Negro Educational Association is being boosted by the leading educators for the position of Commissioner of Education, a place created by President Hoover when he appointed Prof. Bond of Williamsburg, Kentucky, as Commissioner, he having recently resigned. Prof. Russell is being backed by the Governor of Kentucky, Senators and Representatives as well as leading business and professional men.

1-31-30

St. Louis, Mo.

KENTUCKIAN APPOINTED COMMISSIONER OF EDUCATION

Reporter

Louisville, Ky., May 13—(By ANP) —Prof. H. C. Russell, well known educator, has been appointed as associate investigator in the National Survey of Secondary Education. The appointment comes from Washington and pays $5,000 a year. His headquarters are in Louisville. This is the second Kentucky Negro who has been appointed to this place, the first one having resigned. Prof. Russell is a member of the faculty of Simmons University, and a recent graduate from the University of Cincinnati. He is also national grand secretary of the U. B. F. and S. M. T.

5-17-30

[illegible]

Reporter

5-17-30

H. C. RUSSELL GETS FEDERAL APPOINTMENT

Local Man to Assist in Educational Survey.

News

Position Pays $5,000 a Year

Mr. H. C. Russell, formerly principal of the Louisville Normal School and well-known in educational business and fraternal circles, has been appointed as an assistant in the National Survey of Secondary Education. The appointment came last week from the U. S. Commissioner of Education at Washington. Mr. Russell will give special attention to phases of Negro education covered in the survey. His headquarters are in Louisville. The position pays $5,000 a year.

5-3-30

Louisville

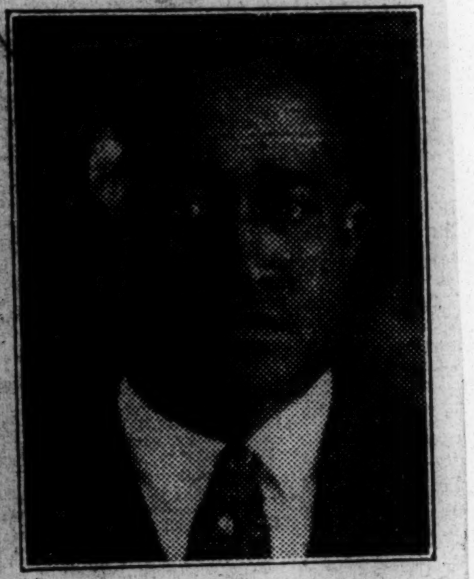
Ky

Missouri.

Education—1930

Supervisors, State of Rural Schools, etc,

School Inspector



LINNEAR H. BRYANT

Call 4-4-30

Formerly principal Douglass high school, Columbia, Mo., who is now state inspector of Negro schools.

Kansas City, Mo.

Education-1930

South Carolina

Supervisors, State of Rural Schools, etc.,

EDUCATIONAL ADVANCEMENT.

The announcement that Columbia is to have a supervisor of Negro Schools is one that should be hailed with pleasure by the sable citizens of the "gem of the Carolinas." Although we have never favored a segregated policy as far as our educational interests are concerned, we must recognize conditions as they are, and hope that some day the ideal situation may obtain.

It is but reasonable (though expensive) that if a dual system must be maintained the colored element of our population should be accorded the same facilities for their education as those provided for the whites. It certainly is an evidence of progressiveness on the part of the School Board to adopt the recommendations made by the Superintendent that the position Supervisor of Negro Schools be created and that the position be held by a Negro.

We are fortunate in having as supervisor one who has served long and efficiently as principal of the one High School that we have for Columbia's colored population. His foresight has caused the Booker Washington High School to grow to such proportions that her graduates are accepted by the best colleges of our group. to the educational needs of his people as principal at Booker and to the educational needs of his people as principal at Boker and has been successful in securing cooperation of an efficient and self-sacrificing corps of workers as aides in putting over his program. There is every reason for us to believe that with his promotion Principal Johnson may do even more for his people because of the broadened scope of his opportunities.

Palmetto Leader 5-24-30 S.C.

(Columbia)

Tennessee

Education-1930

Supervisors, State, Rural Schools, etc.,

Memphis, Tenn., Evening Appeal
Monday, December 8, 1930

EX-SCHOOL HEAD AGAIN ON TRIAL

Second Case of Bura Hilbun For Larceny of School Funds Opens at Jackson.

Evening Appeal Bureau

JACKSON, Miss.—Bura Hilbun, former supervisor of negro schools, went back on trial today in the Hinds County circuit court on a charge of grand larceny involving funds of the Rosenwald Foundation for building negro schoolhouses in Mississippi.

Mr. Hilbun won aperemptory instruction of not guilty on the first of a series of indictments involving his administration of the Rosenwald funds.

When the Hilbun trial has ended. Albert Anderson, former chairman of the Davis-George statutory commission, goes on trial on a technical embezzlement charge involving funds intrusted to his care for the placing of busts of Jefferson Davis and James Z. George in the Hall of Fame in Washington.

There is a belief here today that no further attempt will be made by the state to prosecute Rush H. Knox, former attorney general, and Cecil E. Inman, former chairman of the tax commission. The joint indictment against them for collusion in the collection of taxes resulted in a verdict of not guilty by a jury late last week.

Virginia

Education-1930

Supervisors, State, Rural Schools, etc.,

Newport News, Va. Press
Wednesday, July 16, 1930

Buck Assigned to State Position on Negro Education

J. L. B. Buck, of Hampton, was appointed assistant in negro high school education yesterday by the State Board of Education at a special session being held in Richmond. Mr. Buck has been director of the academy at Hampton for a number of years.

Joseph H. Saunders, Newport News superintendent of schools, is a member of the state board and is attending the meeting. Other members present included President E. Lee Trinkle, T. G. Burch, Harris Hart, Robert M. Hughes and Miss Rose MacDonald.

The board also created 10 Virginia towns as separate school districts under town council ordinances. The separation from the counties of Colonial Heights, Salem, Vinton and Big Stone Gap is only for special representation on county school boards. The following are entirely separated for school administration:

South Boston, Virginia Beach, Bedford, Abingdon, Franklin and Rocky Mount.

Education - 1930

Alabama.

Teachers' Association State

EDUCATORS CLOSE MEETING; DOBBINS RE-ELECTED

Reporter

CROWD ATTENDS—2,645 REGISTERED FOR THE ASSOCIATION SURVEY SHOWS EXCELLENT PROGRESS — MANY SPEECHES MADE

4-19-30

DR. R. R. MOTON ADDRESSES STATE BODY

Birmingham, Ala.

RECOMMENDATIONS OF PRESIDENT DOBBINS WERE ADOPTED—THE ASSOCIATION IS TO PUBLISH A YEAR BOOK ON NEGRO EDUCATION IN ALABAMA

Montgomery, Ala., April 15.—Featuring a half-dozen outstanding speakers on vital subjects, making provision for a year book on Negro Education in Alabama to be published in June that will carry a rather definite picture of educational conditions and re-electing President A. G. Dobbins, of the Lincoln School of Birmingham and his staff for a second term, the Alabama State Teachers Association closed a most successful forty-eighth session here at the State Teachers College Saturday after having opened on Thursday morning.

The speakers list was headed by Gov. Bibb Graves of the State of Alabama who is closing a term of office which has been rather outstanding for the interest manifested in education and which has marked the expenditure of over $900,000 for new buildings at the two state institutions for Negro students. Dr. John Hope, of Atlanta University; Dr. R. R. Moton, of Tuskegee Institute; Dr. A. F. Harman, State Superintendent of Education; Supt. W. R. Harrison, of the Montgomery City and County Schools; Dr. E. E. Lewis, of Ohio State University; C. W. Hayes, Public School Supervisor of Birmingham; Horace M. Bond, of the Rosenwald Fund; Howard L. Trigg, State Supervisor of Negro High Schools for North Carolina; Felton S. Clark, president of the Louisiana State Teachers Association; Dean W. T. B. Williams, of Tuskegee Institute; Pres. H. Councill Trenholm, of the Alabama State Teachers College; Alderman Fred R. Moore, of New York City; Dr. E. P. Roberts, of New York City, and J. S. Lambert, Director of Negro Education for Alabama, were the other scheduled speakers for this very eventful session and in their brilliant array evidenced the high professional tone of the State Association of Alabama.

Reports Make Fine Impression

The business session on Saturday was characterized by very good reports from all of the officers and by a very harmonious disposition of all matters. The reports from the financial secretary and treasurer showed that 2,645 members registered for the association this year and that the balance in the treasury after the expenses of the association were met would again be about $1,000. Donations of $150 to the Alabama Women's Federation, $50 to the Girls Service League, $100 each on the equipment campaigns of the State Teachers College and the A. & M. Institute, and the affiliation fee of $100 to the National Association of Teachers in Colored Schools were authorized by the association. Delegates were authorized for the approaching meeting of the national association. Perhaps the outstanding action was that of authorizing the publication of a year book on Negro Education which will be issued in June as a professional contribution of the Alabama teachers and will incorporate a very comprehensive survey of the present status of Negro education in Alabama along with a directory of the school officers for the current year, the minutes of the meeting just closed and the official roster of members for this year. The intention is to make this publication a very outstanding contribution that should prove to be an authentic source book on Negro education in Alabama.

Gov. Graves Makes Address

Governor Bibb Graves paid tribute to the important job of the teacher and compared the teacher to a great radio broadcastor who is continually sending out messages to the thousands of listeners and learners who must be in tune in order to receive what is given. Governor Graves emphasized that the teacher has a following who believes what he says and this teacher should carry the benefits that have been given him to the people who look to him for leadership. He further urged the teachers to continue to develop themselves along the lines of health, mental development and character or the principles of life.

Superintendent A. F. Harman expressed the hope that greater prosperity and greater progress would continue to come to the schools of Alabama. He stated that education in Alabama was not to be thought of as static but rather as a progressing movement from which there would be no turning back. Dr. Harmon emphasized particularly the importance of leadership exemplified by President H. C. Trenholm, President J. F. Drake, Prof. H. D. Davidson, Prof. R. B. Hudson, Principal Georgia Washington and Dr. R. R. Moton, who were all contributing their effort toward the development of education in the grand state of Alabama.

In a brief but very effective address, Supt. W. R. Harrison of the Montgomery schools stated that the purpose of education is to fit boys and girls so that they can meet their jobs in life more effectively. He urged the teachers to instruct the youth how to work, how to get among his fellow citizens and how to apply his learning to the practical needs of life.

Dr. Moton Provokes Heavy Applause

Dr. R. R. Moton expressed his happiness over the attitudes evidenced by the preceding speakers who were administrative leaders for the state of Alabama and reiterated the fact that the white people and the colored people can believe in each other and can be of service to each other. He suggested that perhaps the greatest contribution could be along the line of virtue or the spiritual values of life. He stated that race problems will vanish when affairs of the state and community can be tied up spiritually.

President Hope, of Atlanta University, stated that teachers should consider their jobs as ones of leadership and one of stimulating the boys and girls of the race to use their powers to the best advantage in life.

Mr. Howard L. Tribb made a most interesting contribution to the round table discussion of the principals, college and high school instructors' group. He called attention to the ways in which the good high school can best serve the community as well as to how the good community can serve and enlarge the high school and its work. He ended his talk with a statement of the responsibilities of the high school teacher to the community in which she lives, to the students and to her own self as a leader.

President Dobbins in Annual Message

Advocating a liberal education for every boy and girl in the state President A. G. Dobbins made a most impressive speech as the annual contribution of the association president. He gave a number of recommendations which were heartily endorsed by the association, including the publication of an Alabama Negro year book on Education. He expressed his appreciation of the fine spirit shown by the group as a whole during the past year and the wonderful cooperative attitude on the part of the various sections of the state in making the association a helpful unit of the teachers professional life.

Mr. Horace M. Bond, who is associated with the Rosenwald Fund, made a rather interesting and enlightening address giving some very significant facts with respect to the financial history of Negro education in Alabama. He pointed out particularly the rather drastic effect which the legislation of 1890 had upon Negro Education and showed how many of the present difficulties are traced back to the outcome of that particular legislation. He stated that quite a few counties in Alabama now are actually spending less on Negro education than was spent in 1880.

The election of officers on Saturday morning showed very clearly the esteem in which the officers of the past term were held. President A. G. Dobbins and his staff were reelected although Miss Mary F. Terrel of Montgomery was elected as vice-president and Prof. J. R. Wingfield of the State Reform School was elected as chaplain. The other officers to serve for their second term were: Mr. E. Z. Mathews, recording secretary; Miss Fannie White, financial secretary; Mr. J. F. Drake, treasurer, Mr. E. C. Roberts, program secretary; Mr. W. R. Wood, statistical secretary; Mr. McCord and Mr. Hudson, auditors and Mr. W. C. Davis, recreational secretary.

Many Entertainments

The teachers and citizens of Montgomery city and county along with the faculty of the State Teachers College were most lavish in their entertainment of the association. Everything had been set in readiness for the convenient reception of the 800 visiting teachers. A brief reception on Wednesday night greeted the teachers as they arrived. An inspection tour of the new campus and lunch in one of the new buildings on Thursday gave the teachers opportunity to see the very effective building program nearing completion at the State Teachers College. A motor ride to the State Reform School at Mt. Meigs and luncheon there on Friday afternoon enabled the teachers to see the development of this institution. Baseball games between Alabama State and Tuskegee on Thursday and Friday afternoons afforded recreation for those teachers of athletic bent and then the official reception from the teachers on Friday night enabled the visitors to end each day's activities in a most satisfactory manner. President Trenholm was general chairman of the local committee and received most commendable cooperation from the subcommittee chairmen which included Profs. W. T. Breeding, J. A. Lawrence, J. R. Wingfield, Mrs. Gabriella Kelley and Miss Lillian Dabney along with the entire group of city, county and State College teachers.

Education-1930
Teachers' Association, State

Georgia

Plea for the Negro Teacher

Constitution
2-16-30
Atlanta, Ga.

To Georgia County and City Officials:

As president of the State Educational Association for Negroes in Georgia I am addressing you this letter in behalf of negro teachers working under your supervision.

The officers of our educational association and other negro teachers as well, recognize and appreciate the fact that substantial progress is being made in county as well as city school facilities for negroes. We realize also that some of this progress is being made in the face of difficulties. We believe further that there are places where the lack of progress is due to the scarcity of funds rather than a lack of interest on the part of school officials. While this is true, we must all admit that there is yet great room for improvement and here and there we greatly fear there is lacking the disposition to give negro children an opportunity to obtain any training worthy of the name education

With few exceptions negro teachers in Georgia labor under serious handicaps; in addition to poverty and sometimes indifference of ignorant parents, their work is seriously hindered by short terms, poor teachers, and we frankly admit that there are such. But while this is true we have every reason to believe that the great majority are earnest, faithful, loyal and anxious to do their best for the state and the children entrusted to their care. Many, we know, make heroic efforts to fit themselves better for their work.

As proof of the negro teachers' loyalty to the best interest of his state and concern for the welfare of his group I offer the well nigh 100 per cent response to the call of State Superintendent Duggan to reduce illiteracy in Georgia before the taking of the next census. Working already for meagre salaries, all over the state, these teachers with little thought of pay, have organized hundreds of classes and are now giving instruction to thousands to whom the printed page is still a deep mystery.

Realizing that budgets have already been made for this school term and that there is little likelihood of increase in salaries I am making an earnest plea that in every instance possible a bonus, if only a small one, be given to negro teachers for the purpose of encouraging them to make preparation to do better work. One of the goals for which our organization strives is to enroll negro teachers 100 per cent in our state educational association with the hope that the contact and association will stimulate them to improve professionally. We are also encouraging and urging them to attend summer school. Considering the meagre salaries and the short terms it is astonishing how many are doing this. My special plea for this bonus is for the purpose of assisting negro teachers as indicated above.

I am encouraged to make this plea by reason of the fact that a number of superintendents are already paying the membership fee of $1 for each of their teachers and a number of others are offering to pay a part of the expenses of those who attend summer school and give some increase in salary to those who do.

Give, if you can, this little encouragement to your negro teachers and I pledge you not only sincere appreciation, but loyal and faithful service from a group of earnest men and women doing their best to make Georgia a better state for us all.

H. A. HUNT, President,
Georgia State Teachers and Educational Association.
Fort Valley High and Industrial School, Fort Valley, Ga., February 12, 1930.

NEGRO SCHOOL REPORTS HEARD

Columbus Enquirer-Sun

Regional Meeting Held By Teachers Of District

1-12-30

Reports on the work of Negro schools in this district were heard at a regional meeting of Negro teachers at the Fifth avenue school Saturday morning. This was one of 12 regional meetings to be held in Georgia during January as part of the program of the Colored State Teachers association.

Walter B. Hill, state supervisor of colored schools, urged the use of the course of study newly adopted by the state and made a plea for the state campaign against illiteracy.

Columbus, Ga.

Addresses of welcome were made by Dr. R. B. Daniel, superintendent of city schools, and Clinton Moon, Muscogee county superintendent. G. W. King Jr., superintendent of Chattahoochee county schools, told of the progress being made by consolidations of schools in that county and of two schools being erected by the Rosenwald fund. He said that the state equalization fund made educational progress possible.

Mamie Mathews made a report for Muscogee county; L. C. Maddox for Meriwether county; H. W. H. W. Warner and S. F. Brown, Coweta county, and Annie Crook, Harris county. M. H. Spencer, principal of the Fifth avenue school, presided. Sarah F. Brown, of Newnan, presented the program of the state P. T. A.

The counties represented and the number of teachers from each follow: Coweta, 24; Meriwether, 25; Carroll, two; Muscogee, 20; Harris, 12. The city of Columbus had 58 present.

Macon, Ga. Telegraph
Tuesday, February 25, 1930

A PLEA FOR THE NEGRO TEACHER

To the Editor of The Telegraph:

Please publish in your paper the following open letter to the Georgia county and city officials:

To Georgia County and City Officials:

Gentlemen:

As president of the State Educational Association for Negroes in Georgia I am addressing you this letter in behalf of Negro teachers working under your supervision.

The officers of our educational association and other Negro teachers as well, recognize and appreciate the fact that substantial progress is being made in county as well as city school facilities for Negroes. We realize also that some of this progress is being made in the face of difficulties. We believe further that there are places where the lack of progress is due to the scarcity of funds rather than a lack of interest on the part of school officials. While this is true, we must all admit that there is yet great room for improvement and there, we greatly fear, is lacking the disposition to give Negro children an opportunity to obtain any training worthy of the name education.

With few exceptions Negro teachers in Georgia labor under serious handicaps; in addition to poverty and sometimes indifference of ignorant parents, their work is seriously hindered by short terms, poor buildings—frequently nothing which can be called equipment, and low salaries. Under these conditions it would be strange if there were not some poor teachers and we frankly admit that there are such. But while this is true we have every reason to believe that the great majority are earnest, faithful, loyal and anxious to do their best for the state and the children entrusted to their care. Many, we know, make heroic efforts to fit themselves better for their work.

As proof of the Negro teacher's loyalty to the best interest of his state and concern for the welfare of his group, I offer the well-nigh 100 per cent response to the call of State Superintendent Duggan to reduce illiteracy in Georgia before the taking of the next census. Working already for meager salaries, all over the state, these teachers with little thought of pay, have organized hundreds of classes and are now giving instruction to thousands to whom the printed page is still a deep mystery.

Realizing that budgets have already been made for this school term and that there is little likelihood of increase in salaries, I am making an earnest plea that in every instance possible a bonus, if only a small one, be given to Negro teachers for the purpose of encouraging them to make preparation to do better work. One of the goals for which our organization strives is to enroll Negro teachers 100 per cent in our State Educational Association with the hope that the contact and association will stimulate them to improve professionally. We are also encouraging and urging them to attend summer school. Considering the meager salaries and the short terms it is astonishing how many are doing this. My special plea for this bonus is for the purpose of assisting Negro teachers as indicated above.

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Give, if you can, this little encouragement to your Negro teachers and I pledge you not only sincere appreciation, but loyal and faithful servce from a group of earnest men and women doing their best to make Georgia a better state or us all. (Signed) H. A. HUNT,
President of Georgia State Teachers and Educational Association.)
Fort Valley, Ga.

Education - 1930

Kentucky

Teachers' Association, State

HERALD POST
LOUISVILLE, KY.

APR 19 1930

K. N. E. A. MEETING COMES TO CLOSE

Memorial Services and Award of Exhibit Prizes Conclude Sessions.

Indorsement was given Friday afternoon by the Kentucky Negro Education Association to the Robsion-Capper bill, which would establish a National Department of Education. The bill was introduced in the House of Representatives at Washington by Senator J. M. Robsion, Kentucky. when he was a member of the lower house, and in the Senate by Senator Arthur Capper, Kansas.

The indorsement was given at the fourth general session of the association at Quinn chapel. The principal speaker at the session was Dr. Raymond A. Kent, president of the University of Louisville, who stressed the importance of health as it affects the progress of school children. He declared that poor eyesight, bad teeth and unbalanced diet are some of the factors that retard mental progress among school children.

Other speakers were Dr. Orville Ballard, Waverly Hill Sanatorium; William H. Harris, dean of the Normal and Ratliff Institute, Glasgow, and J. M. Bond, secretary of the Inter-Racial Commission. W. T. Humphrey, president of the association, presided, and music was furnished by the band of the Kentucky Colored School for the Blind.

The convention adjourned Saturday morning following the report of committees and the awarding of exhibit prizes. The closing program included brief memorial services for members who died since the 1929 convention of the association.

Louisiana

Education - 1930

Teachers' Association, State.

New Orleans, La. States
Thursday, November 20, 1930

Colored Teachers of State Are In Session

ALEXANDRIA, La., Nov. 20.—(By A. P.)—The Louisiana Colored Teachers Association is holding its annual convention in this city simultaneously with the white teachers. Welcome addresses on behalf of the city, parish and school board, were given by Mayor V. V. Lamkin, Superintendent W. J. Avery, Professor R. F. Long, Dr. Julian Kelso and Rev. J. W. White.

Responses was made by Prof. A. J. Lagarde, of Baton Rouge; Prof. J. B. Lafargue, principal of Peabody school, was master of ceremonies.

The general session began today with a home economics program. Addresses were made by Dr. Franklin J. Keller of New York city; Dr. A. C. Ferguson, dean, East Texas State Teachers College and Prof. A. C. Lewis. state agent of negro schools.

Alexandria, La. Town Talk
Thursday. November 20, 1930

CONVENTION OF NEGROES OPENS

Louisiana Colored Teachers Association Holding Meeting

The Louisiana Colored Teachers' Association is holding its annual convention in this city this week, beginning today and to conclude Saturday. The meetings are being held in the Peabody public school on South Third street. The opening session included a very unique and appropriate program. Rev. E. Berger of the colored Lutheran church, delivered the invocation. Welcome addresses on behalf of the city, parish and school board, Rapides parish teachers, the negro professions and the churches were given by Mayor V. V. Lamkin, Superintendent W. J. Avery, Prof. R. F. Long, Dr. Julian Kelso and Rev. J. W. White.

An excellent response was made to the addresses by Prof. A. J. Lagarde of Baton Rouge. Prof. J. B. Lafargue, principal of Peabody school, was master of ceremonies, and played his part well. The program was interspersed with inspiring music.

The general session began at 1:30 o'clock today with a home economics program. The session was taken up with able addresses by Dr. Franklin J. Keller, of New York City; Dr. A. C. Ferguson, dean East Texas State Teachers' College; Prof. A. C. Lewis, State agent negro schools. Officers are to be nominated.

Education - 1930

Teachers' Association, State

Mississippi.

Miss. Educators End 24th Annual Meet

Defender

4-12-30

Chicago, Ill.

LAUREL, Miss., April 11.—The 24th annual convention of the Mississippi Association of Teachers closed today with a record-breaking crowd. It is estimated that approximately 2,000 teachers and leaders met during this conclave and frankly discussed matters of vital importance relating to education in Mississippi.

Professor J. H. Mosley of Natchez college presided and delivered his annual address, which called for cooperation of the parents and teachers and also loyalty to our government.

Among the prominent speakers were P. H. Easom and W. C. Strahan of the state department of education, Dr. L. J. Rowan, Alcorn college; President B. Baldwin Dansby, Jackson college; President J. B. Lehman, Southern Christian institute; Dr. J. S. Clark, Southern university; W. W. Blackburn, executive secretary of the association and also the Rosenwald representative for Mississippi; J. E. Johnson of the Prentiss institute and Oak Park Vocational school, and J. G. H. Bowman of the Magnolia Ave. high school, Vicksburg. Professor O. B. Cobbins of the Lanier high school, Jackson, also made a forceful speech in behalf of better high schools in the state.

The following officers were elected: B. B. Dansby, Jackson, president; Mrs. Effie T. Battle, Okolona Industrial institute, vice president; H. J. Hughes, Columbus, recording secretary; Miss A. E. Flowers, Hattiesburg, assistant recording secretary; N. D. Taylor, Indianola, treasurer; W. W. Blackburn, Jackson, executive secretary, and Miss J. E. L. Haynes Natchez, registrar.

Greenwood, Miss. Commonwealth
Monday, March 31, 1930

NEGRO TEACHERS TO HOLD STATE MEET

JACKSON, Miss. — The 24th annual convention of the Mississippi Association of Teachers in Colored Schools wil convene at Laurel the 3rd, 4th, and 5ith of April with Professor J. H. Mosley, President of Natchez presiding.

Addresses of welcome to the city of Laurel will be made by R. H. Watkins, Superintendent of Education, J. E. Johnson, Principal of the Oak Park Vocational School; and Mayor M. W. McLaurin. The response to the addresses of welcome will be delivered by Laurence C. Jones, principal and founder of the Piney Woods Country Life School.

Approximately 3500 teachers are expected to be present and hear addresses of note and interest from national characters such as: President J. S. Clark of Southern University; Leo M. Favrot of the General Education Board; William M. Cooper of Hampton Institute in Virginia; Blake W. Godfrey, State Y. M. C. A.; and P. H. Easom of the State Department of Education.

Jackson, Miss., News
Sunday, March 30, 1930

NEGRO TEACHERS TO MEET IN JONES

State Convention To Be Held April 3-5; Hundreds Expected

The twenty-fourth annual convention of the Mississippi Association of Teachers in colored schools will convene at Laurel, April 3-5, with Prof. J. H. Mosley, president of Natchez college, presiding, it was announced Saturday.

Addresses of welcome to the city of Laurel will be made by R. H. Watkins, superintendent of education; J. E. Johnson, principal of the Oak Park vocational school, and Mayor M. W. McLaurin. The response to the addresses of welcome will be delivered by Laurence C. Jones, principal and founder of the Piney Woods Country Life school.

Hundreds of teachers are expected to be present and hear addresses of interest from national characters such as President J. S. Clark of Southern University; Leo M. Favrot of the General Education board; William M. Cooper of Hampton Institute in Virginia; Blake W. Godfrey, State Y. M. C. A.; and P. H. Easom of the state department of education.

Missouri.

Education - 1930

Teachers' Association, State.

Miss Williams New President Teachers' Assn

Argus

11-21-30

St Louis, Mo

Meeting at Kansas City Approves Group Insurance Adopts Australian Ballot.

Miss Arsania M. Williams, assistant principal of Simmons school, and prominent church worker and club woman, was unanimously elected president of the Missouri State Association of Negro Teachers at its meeting in Kansas City, Nov. 13-15. The association, as customary, meets in St. Louis for its next session.

Among the important actions at the convention were the revision of the constitution with the adoption of the Australian ballot for election of officers; the organization of a Classroom Teachers' Department, and the approval of group insurance for teachers.

Sessions Are Lively

Department meetings were held in Administrative and College Section; Class Room Teachers; Industrial Arts and Home Economics; Physical Education and Public Health; High School Department; Kindergarten and Primary; Rural School Department; Physical Education; Industrial Arts. Outstanding educators from many sections addressed the body and made reports.

The special entertainment features included the reception in Lincoln High School Gym; several luncheons and breakfasts, and a dance.

Other Officers Elected

Other officers elected were: 1st V. P., J. H. Coleman, Kansas City; 2nd V. P., Mrs. Lillian Booker, Liberty; Secretary, H. O. Cook, Kansas City; Asst. Secty.; Miss Emily Russell, St. Louis; Treas., Miss Dayse F. Baker, Farmington; Statistician, L. Simington Curtis, St. Louis.

TEACHERS MEET HERE NEXT WEEK

Call

Many Visitors Expected for Sessions at Lincoln High November 13-15

11-7-30

The annual meeting of the State Teachers' Association will be held in Kansas City next week, November 13, 14, and 15, regular sessions at the Lincoln high school as in former years.

Kansas City, Mo.

The program contains such prominent speakers as William J. Cooper, United States Commissioner of Education, Washington, D.C., Dr. William Scott Gray, Chicago university; Dr. Alexander Meiklejohn, University of Wisconsin; Dr. N. B. Young, president of Lincoln university; State Superintendent Charles A. Lee; Mrs. Sallie Stewart, president National Association of Colored Women; and Superintendent Willis A. Sutton, Atlanta, president National Education Association. In addition, a number of interesting discussions will be presented by members of the association. The council of Negro Teachers of Kansas City and the High School Teachers Study club have arranged a program of entertainment for the visiting teachers which will set a new standard for hospitality and good fellowship. Advance enrollment from the secretary, H. O. Cook, indicates a large attendance of teachers throughout the state.

The following are officers of the association: president, W. B. Longdon, Cape Girardeau; first vice-president, Miss Arsonia Williams, St. Louis; second vice-president, J. H. Coleman, Kansas City; secretary, H. O. Cook; assistant secretary, Miss Viola Clay of St. Louis; treasurer, Miss Dayse Baker, Farmington; statistician, L. S. Curtis, St. Louis.

Education - 1930
Teachers' Association, State

North Carolina

TEACHERS ASS'N OF N. C. ELECTS DR. DAVIS PRES.

Rocky Mount Meeting Is Regarded As One Of The Best

ABLE SPEAKERS

Carolina Teachers Will Meet In Winston-Salem Next Year

Staff Correspondence

ROCKY MOUNT, N. C.—The North Carolina Negro Teachers Association brought to a close Saturday at 4 o'clock the 49th annual session, which in many respects was the most unique and eventful in its history.

Dr. G. E. Davis of Charlotte was elected president and O. R. Pope of Rocky Mount was elected vice president. The association will hold its next annual meeting in Winston-Salem, Thursday, Friday, and Saturday before Easter Sunday of 1931.

Journal and Guide

In section meetings and general sessions the discussions and addresses were built around the convention theme: "Extending Educational Frontiers". A unique feature of the convention was its ability to present outstanding progressive leaders in educational thought.

Dr. Benjamin Brawley, of Shaw University, in response to Lieutenant Governor Fountain's welcome address, plead for the united effort of the leadership of the state in solving our economic problems and heightening our spiritual possessions.

Dr. Wesley Speaks

Dr. Charles H. Wesley, of Howard University, spoke with great power from the subject, "Educational Frontiers". He compared the tasks of the industrial pioneers with the spiritual problems of the teacher and warned that teachers must face their tasks with the affirmative mind and with the element of personality predominating.

4-26-30

Mr. N. C. Newbold addressed the convention from the timely subject, "What North Carolina Has Done for the Negro and What the Negro Has Done for North Carolina." His message was eloquent with facts which reveal the closing gaps between the policies and practices of the leaders of both races.

Norfolk, Va.

Dr. Elbert Russell, of Duke University, gripped his audience Friday afternoon with the thought that the willingness and capacity of each generation to perpetuate the best transmitted to it and to create something worth transmitting determine whether or not civilization shall be kept alive.

Urges Social Justice

Dr. Frank Graham of the University of North Carolina also warned the teachers of the state to push frontiers of social injustice and spiritual blindness farther and farther into the distance until they shall be no more. With stout hearts and courage he urged them to take up their tasks anew.

Explains Publication Policy

Preceding the clearing of the business calendar of the final session, L. S. Cozart, executive secretary, Raleigh, spoke briefly in outline of the policy to which the North Carolina Teachers Record, of which he is editor, is committed. The professional journal, he said, is dedicated to the policy of coordinating our educational forces in all sections of the state, of making better teachers and getting better salaries, providing a continuous clearing house of progressive thought, and leading every child to the foot of the mountain of his opportunity.

Oxford, N. C. Ledger
Friday, March 28, 1930

NORTH CAROLINA NEGRO TEACHERS

Association To Meet At Rocky Mount.

Raleigh, N. C., March 27.—Plans for the Forty-ninth Annual Session of the North Carolina Negro Teachers Association which meets at Rocky Mount, April 17, 18 and 19, are practically complete.

Among the outstanding speakers who will appear at the general sessions of the Association are Dr. Charles H. Wesley of the Department of History of Howard University, who will make the opening address Thursday night, April 17; Dean Elbert Rusell of the School of Religion, Duke University, who will speak Friday afternoon, April 18, at 2:00 o'clock; Dr. Frank Graham of the University of North Carolina, who will speak Friday evening, April 18, at 8 o'clock; and Mr. I. C. Griffin, Editor of the High School Teacher, who will deliver the closing address Saturday, April 19, at 2:00 o'clock. All of these speakers are noted for their scholarship as well as their ability as able and interesting speakers.

The forenoons will be devoted to section meetings whose chairmen are preparing interesting programs. The College Section, Home Economics Section and Supervisors and Supervising Principals Section will meet in different groups at the same hour and teachers will be expected to attend those groups in which, by virtue of their work, they are most interested.

Rocky Mount is preparing to give the Asosciation a genuine welcome and all persons who plan to attend are urged to write Mr. Walter Grant, 414 Penn. Avenue, Rocky Mount, North Carolina, for homes, telling him when you will arrive, how many will be in your party and the probable duration of your stay.

TARBORO, N. C.
SOUTHERNER

APR 22 1930

NEGRO SCHOOLS WIN 2ND PRIZE

At The State Association Of Negro Teachers Last Week.

Last Thursday and Friday in Rocky Mount there was held a state meeting of Negro teachers and on this statewide occasion there were hundreds of colored teachers present.

It was learned this morning from Carrie Battle Bratcher, supervisor of Negro schools of Edgecombe, that the county schools won second prize in the literary and industrial exhibit at this state association, the first prize having been won by Gaston county.

Not only is Carrie Battle Bratcher proud of this success of her schools in the county, but every teacher and pupil was elated over the winning of this prize given at this state meeting.

Judging from the exhibits that are made each fair here it was not a surprise to our people that the Negro schools of Edgecombe came out second, for at each fair these schools have always had most deserving displays that have been greatly admired by all our people.

CONFERENCE OF N. C. EDUCATORS MAKES CHARGES

Roving Teachers Come In For Criticism At Meeting

ELIZABETH CITY, N. C.—More than six hundred teachers and persons engaged in the work of education attended the two day sessions of the first annual Conference on Elementary Education for northeastern Carolina, held at the State Normal School, Aug. 14-15. Among the prominent educators present were the following well known people:

Dr. J. Hardy Dillard and B. C. Caldwell, representing the Jeans Fund; G. H. Ferguson, director, Teacher Training, division of Negro Education, N. C. State Department of Education; M. P. Jennings, superintendent, Pasquotank County Schools, Elizabeth City; Dr. Geo. E. Davis, supervisor, Rosenwald buildings for North Carolina; L Z. Cozard, executive secretary, North Carolina Colored Teachers Association; Harold Trigg, high school inspector for Negro high schools of North Carolina; H. Liston, dean, State Teachers College, Winston-Salem; and J. W. Seabrook, Dean, State Normal School, Fayetteville.

Those attending the conference expressed the opinion that the conference was successful from every point of view, in that it met the neeeds of the teachers of this section of the state in a practical way. The topics discussed were "Reducing Retardation in the Elementary Schools" and "Some Methods of Teaching in the Elementary Schools which Further Child Development."

Urges Reduction of Retardation

Prof. O. R. Pope, supervising principal of the Rocky Mount colored schools, urged the teachers to use all the possible means to reduce retardation in their schools. Often the outlook would appear discouraging but if the teacher had the will power and some ambition she could relieve many of the cases of retardation. Mrs. Mamie L. Turner, Jeans Supervisor, Duplin County, stated that much of retardation in the schools was due to the atitude of the parents who found it necessary to move from one locality to another. Teachers contributed to retardation because they were also guilty of moving too frequently.

One of the outstanding features of the program was the paper of Miss Emma Lewis, who illustrated her talk with charts showing how students could be taught reading by making their own charts and letting their reading lesson grow out of their own lives.

Outstanding Speeches

Other educational experts who addressed the conference included: J. H. Bias, president of Elizabeth City State Normal School; Mrs. Temple Y. Tolbert, principal of Palmyra Elementary School, Posquotank County Health Department; W. D. Gray, principal of Harnett County Training School, Dunn; Miss Margaret Brent, Washington, D. C.; S. D. Williams, dean of the local State Normal School; Miss Lucile McLendon, State Normal School, Elizabeth City; Miss Willie M. Jeffries, supervisor, Northampton County; Miss Edna C. Harris, State Normal School, Elizabeth City; Miss Lucynda C. Stewart, registered nurse, Elizabeth City; and Miss Beulah Spellman, State Normal School, Elizabeth City.

Program Committee

The program committee consisted of Miss Sadie Sawyer, Miss R. L. Dawson, Mrs. Georgia Fonville, Mrs. Dora Newsome, Mrs. Katherine Brown, Dr. P. W. Moore, S. D. Williams, and J. H. Bias, all of Elizabeth City; W. A. Pattillo, Tarboro; C. M. Eppes, Greenville; G. R. Whitfield, Greenville; O R. Pope, Rocky Mount; C. S. Brown, Winton; Mrs. Rita E. Marshburn, Currituck; Mrs. Idonia Rogerson, Winfall; Mrs. Rachel Luton, Windsor; Mrs. Marie McIver, Weldon; Miss Willie M. Jeffries, Rich Square; J. S. Brown, Washington; and Mrs. Alice Brown, Goldsboro.

The conference expressed its indebtedness to the following persons for making the conference possible: Mrs. Annie E. Holland, Messrs. G. H. Ferguson, M. C. S. Noble, Jr., N. C. Newbold, and A. T. Allen.

South Carolina

Education-1930

Teachers' Association, State.

Columbia, S. C. State
Friday, March 28, 1930

NEGRO TEACHERS IN SESSION HERE

Number of Addresses Heard Yesterday.

"The majority of teachers teaching in South Carolina for an average salary of $300 are getting about what they are worth," said J. B. Felton in his address before a large audience of Negro teachers attending the second meeting of the Palmetto association in Allen university yesterday afternoon. "As I drive over the state, I see children going to school at 9, 10 and some times 11 and then going out at 2 in the afternoon. We are building 150 classrooms each week and we cannot find real teachers for these places. As the teacher, so is the school. However, you cannot pay the consecrated teacher what she is worth and there are many in this class," continued Mr. Felton as he spoke interestingly to the Negro teachers.

The salary question and teacher efficiency were discussed by H. M. Butler in making his welcome address, and also by the presidents of Negro colleges in the "college hour." Doctor Wilkinson of State college endorsed the statements made by Mr. Felton in his talk to the teachers. There was no intention to discourage any one, but to urge the need of teacher growth if the schools are to be brought up to standard.

The first assembly was held in Benedict college chapel beginning at 11:30. The address of welcome on behalf of the city was delivered by Mayor L. B. Owens. The mayor said that "Columbia is your city and we want you to feel at home when you come here. We have some noble colored citizens in Columbia and as mayor I am glad you are holding your convention here again."

The address of welcome on behalf of the county association was delivered at the morning session by Dean G. E. Nelson of Benedict.

Three general sessions of the association will be held today. At 11 o'clock the general session will be held in Benedict college chapel with a devotional message by the Rev. J. W. Murph, pastor of Bethel A. M. E. church, after which an address will be delivered by Dr. James N. Dillard of Charlottesville, Va., and one by Dr. Josiah Morse of the University of South Carolina.

The afternoon session will begin at 3:30 and will be held in Allen's auditorium. The devotional message will be delivered at the afternoon session by the Rev. Charles H. Brown, D. D., pastor of Zion Baptist church of this city.

Two of the principal speakers to appear before the Negro convention this afternoon will be James H. Hope, state superintendent of education, and Dr. William Weston, chairman of the natural resources commission.

The election of officers will come up at the afternoon session. The name of Henry H. Butler, principal of the school at Hartsville, has been under discussion for the presidency, and possibly one or two others may enter the race.

A. A. Sims of the Sims high school at Union has served the association as president for the past two years. It is understood that he will offer for re-election at the mass meeting this afternoon, the time set for the election of officers.

At the afternoon session yesterday reports were received from J. P. Burgess, executive secretary, and the treasurer, Celia Dial Saxon.

M. M. Setzler, assistant to Mr. Felton, was a visitor at the Negro convention yesterday and delivered a short talk.

Some interesting group meetings are to be held today for the benefit of high school principals, teachers of all grades and the teachers of agriculture. The group of Jeannes supervisors and county training school principals will be presided over by J. B. Belton; the group of high school principals by S. L. Finley of Cheste; grammar grades by Sarah L. Sampson, and primary grades by Lula B. Sexton of Spartanburg. The vocational group will be presided over by N. C. Brewer of Hartsville, and the college presidents group by Dr. R. S. Wilkinson of State college.

The program tonight is interesting. John M. Gandy, president of Virginia's state college for Negroes, Petersburg, Va., is the speaker. The music tonight will be furnished by the singers from Allen university and State college and will be held in Allen's auditorium.

Virginia.

Education-1930

Teachers' Association, State.

WM. C. BAGLEY WILL DELIVER THE OPENING ADDRESS

Journal and Guide

Carter G. Woodson Among Speakers To Address Group

11-22-30

RICHMOND, Va. — Dr. William C. Bagley of Columbia University, world famous educator, will be the speaker at the opening meeting of the Forty-third Annual Session of the State Teachers Association of Virginia which convenes in Richmond, November 26, 27, and 28. Dr. Bagley's address will be given in the auditorium of the Armstrong High School, at 8 o'clock, Wednesday evening, November 26. The Armstrong High School will be the headquarters of the convention.

Norfolk, Va.

Other prominent speakers include Mr. N. C. Newbold, director of Negro education for the state of North Carolina; Mr. T. Arnold Hill of the National Urban League, New York; Dr. Carter G. Woodson, editor of the Journal of Negro History; Mr. Thomas D. Eason, secretary of the Virginia State Board of Education; Mr. Jesse H. Binford, assistant superintendent of the Richmond city schools; Mr. D. W. Peters, supervisor of high schools for the state of Virginia; Prof. Robert P. Daniel, Virginia Union University; Mr. J. L. B. Buck, State Department of Education, Dr. John M. Gandy, president of the Association and Mr. C. J. Hyslup, director of Guidance, State Department of Education.

The theme of the convention is "The Guidance of the Negro Youth in Virginia." The officers of the Association, recognizing the need of vocational guidance for the boys and girls of the Negro race, have chosen a theme that is vitally important and parcticularly significant at this time. All the addresses and discussions will revolve around the central theme.

Preceding the opening session of the Convention on Wednesday night, there will be an all day session of high and elementary school principals and college administrators. This meeting will be held at Virginia Union University with a general session at 10 o'clock and group meetings at 2 o'clock. Mr. Newbold and Mr. Buck will be the principal speakers at the general session. The group meetings in the afternoon will be of special interest to the principals and college heads as the problem of guidance will be considered in detail as it relates to the youth of the elementary and high school age. Dr. William J. Clark, president of Virginia Union University will be host to the visiting school officials at dinner in the institution's dining hall at 1 o'clock.

An important business session will be held in the Armstrong auditorium at 10:30 Thursday morning. The feature of this session will be the biennial election of officers.

The departmental sessions will be held Friday morning from 9:30 to 12 o'clock. Demonstrations, addressess and discussions hinging on the general theme will challenge the interest of teachers engaged in every type of school work.

The closing address will be delivered by Dr. Woodson on Friday night, after which certificates will be awarded to those cities and countiess that hold 100 per cent membership in the Association. Immediately following adjournment the members of the Association will be the guests of the Richmond Teachers Association at a reception at the Elks Home. Mrs. Kate G. Colson, president of the Richmond Association, is exerting every effort to make the stay of the delegates in Richmond comfortable and enjoyable.

All railroad lines in the state are selling round-trip tickets to the Convention for fare and a half. Identification certificates for the purchase of reduced rate tickets may be had upon application to the Division Superintendent of Schools.

The officers of the Association are: Dr. J. M. Gandy, president; L. F. Palmer, Newport News, executive secretary; Mrs. Amelia J. Felton, Portsmouth, treasurer; Prof. Robert P. Daniel, Richmond, secretary of educational research; and Mr. W. N. P. Harris, Harrisonburg, registrar. Mr. S. J. Clark, Portsmouth is chairman of the executive committee.

Follow your favorite team in the sport section of the Journal and Guide, the South's Best Weeklv.

THEY FIGURE IN TEACHERS' MEET

W. C. BAGLEY

L. F. PALMER

Education—1930

Georgia

Teachers' Salaries.

Independent
6-27-30
Atlanta, Ga.

MUZZLE NOT THE OX THAT TREADS OUT THE CORN

In the employment of Negro teachers in the public schools of Fulton County, the County Board of Education does not follow the principle that the servant is worthy of his hire; that well-paid and satisfied teachers render the most satisfactory and efficient service; that half-paid teachers are disgruntled and render services in quantity and quality commensurate to the pay they receive.

Our information is that the Colored teachers in the County Schools are paid salaries ranging from $40 to $60 per month without regard to services or qualifications. In the light of such pay, the Board of Education does not contemplate satisfactory services. Such pay to capable and efficient teachers is little less than a disgrace to the proud and wealthy County of Fulton. These salaries are little less than starvation wages and no teacher can serve the public efficiently, half fed, and half starved. We are informed that the smallest salary received by a white teacher for doing the same class of work that the Colored teacher does, is $95.00 per month, and in most cases the white teacher, in common with the white child, is transported by motor to and from the school house each day, but the poor Negro teacher required to do the same class of work and who holds the same grade of certificate that the white teacher does, must pay her way or walk to school each day out of her meager salary of $50.00 or $60.00 per month. It is bad enough to pay the transportation of white children to rural schools and discriminate against the Negro children without starving the teachers who teach the Negro child each day. In most cases the average Colored teacher pays $8.00 to 10.00 per month for transportation to and from the school house each month out of her starvation salary; and when this amount is acted from her salary there is but little to subsist upon and carry themselves in a presentable manner to properly impress the young mind. The personality and dress of the teacher has much to do with the cultural development of the young mind.

It is a bleeding shame that rich Fulton County with the Atlanta spirit as an incentive should pay Negro school teachers less wages than cart drivers or a cook receives. The County of Fulton draws at least $5.00 per capita for every child of school age in the county, as much for the black child as for the white child. This money is not taken down for the number of children enrolled in the public schools, but for every child between the age of six and eighteen in the county, whether they go to school or not; and it is little less than criminal for those in charge of the distribution of the public school funds to pay the white teachers double the amount of salary they pay Negro teachers for rendering the same services. Fulton County receives approrimately $5.00 per capita for every child of school age in the county and uses the money it draws for Negro children to build fine school houses for white children, big salaries for white teachers and motor cars for transportation of, white children to school each day.

We have no complaint because of the provisions made for white teachers and white children, but we demand as a matter of right the same accommodations and facilities for the Negro children and Negro teachers; anything less is a mis-use of the public school funds intrusted to the care and distribution of the people's agents, the Board of Education.

The Negro child is entitled to the same kind of school house and the same kind of teachers that the white child is entitled to and receiving, and the Negro teacher is entitled to the same pay that the white teacher receives for the same quality of service rendered. If they don't get it those responsible for the discrimination ought to be held to a strict accountability for the mis-use of trust funds, entrusted to their care.

But the remedy for this maladministration of a public trust lies in the ballot, and so long as the Negro teacher refuses or fails to help himself or herself by qualifying as an elector, these evils and mis-use of a public trust will fall heavily upon their shoulders. The Independent and no other agency can help the Negro school teacher so long as they are dere-list in their civil and political duties, and undertake by subterfuge and smartness to beat the state and county out of the tax they should pay to support the State. The Independent is willing to help correct these evils, but the teachers themselves must manifest some interest by arming themselves with the necessary weapons to fight race discrimination and race prejudice and white ignorance; that weapon is the ballot.

Teacher Salary Level In Atlanta Not Changed

Independent
9-11-31
Atlanta, Ga.

Salaries of employes of the Atlanta borough public schools will remain the same next year as for the 1929-30 session, because of failure of the board Tuesday afternoon to take any action looking toward a reduction of expenses at the regular September meeting of that body.

Allocations for salary accounts for 1930 amounted to more than $2,600,000, or about 91 per cent of the entire income of the department, according to Dr. McIntosh M. Burns, president, and next year will be "at least that much."

In addition, the board declined to reconsider its action in establishing the abandoned Walker street school, formerly school headquarters, as an elementary negro school, despite the fact that members of the first and seventh ward delegations of council appeared to protest the move.

Alderman Robert F. Pennington, of the first ward, and W. B. Cody, representing the Pedigree Dairies, were among those who appeared before the board asking that the board rescind its former action. The borough council passed, unanimously, a resolution requesting the board to reconsider at its meeting Monday, September 1.

Marvin L. Thrower, representing the Atlanta Christian Council; A. T. Walton, negro lawyer, and others asked the board to stand pat until ample facilities have been provided to care for the students of the school

Texas

Education — 1930

Teachers' Salaries.

LOCAL EDUCATOR'S STUDY OF THE SALARIES OF NEGRO TEACHERS ATTRACTS NATION WIDE ATTENTION.

Southern Christian Recorder

The study of the salaries of Negro teachers in the public school system of Texas and the Negro colleges of Texas which is being conducted by President Dean Mohr or Paul Quinn College shall be one of the problems of discussion of the Department of Superintendents of the National Educational Association which convenes in Atlantic City' New Jersey the week of February 24.

The Director of the Research Division of the National Educational Association of the United States has requested President Mohr to send him two copies of his study. Prof. Mohr is making his study of teachers salaries to determine the following facts:

2-13-30

1. How much collegiate training from an economic standpoint would be necessary for a person to teach in the public school system of Texas.

2. To determine what the tuition should be of the Negro colleges of Texas in correlation to the salaries of the Negro Public School teachers.

3 To ascertain how the salaries of instructors in Negro colleges are determined.

Nashville, Tenn.

President Mohr has assigned Dr. Charles S. Johnson Director of Social Research of Fisk University and an authority on research work in several important surveys: The Negro Labor Problem in America, and the Negro in Chicago. He assisted Mr. Meredith B. Givens, formerly of Whiting Williams, now of Social Science Rearch Council of New York in the survey of Labor conditions in Springfield, O.

Education - 1930

Tuskegee Institute, Comments on.

Tuskegee's Golden Jubilee Plans Recall 25th Anniversary

Defender 12-20-30 Chicago, Ill.

By CARY B. LEWIS

Within the span of a few short months, in fact early in April, 1931, eyes of the world will be turned toward the golden anniversary celebration of Tuskegee Institute, founded by the late Booker T. Washington just 50 years ago. Philanthropists, educators and prominent men of both races here are planning a pilgrimage to the world famous institution in April.

Julius Rosenwald, a benefactor of the institute and a trustee, is, according to reports, making up a special party to travel in Pullman cars to the southern "seat of learning."

Then there is Claud A. Barnett, a friend of the late Dr. Washington and also of Dr. R. R. Moton, and Secretary Albon Holsey, who are pondering over plans whereby a number of citizen may afford themselves an opportunity to visit Tuskegee during the balmy days of April. Word comes that officials at Tuskegee are mapping out arrangements for the big event, which will be an epoch-making occasion of the year.

The writer recalls the silver anniversity, and it was the greatest gathering of intelligence, culture finance and character that ever assembled in the South. It will be interesting to note some of the celebrities who attended that occasion. On the platform in the center sat Dr. Washington. To his right and left were Andrew Carnegie and William Lloyd Garrison Jr. William Howard Taft, then secretary of war, represented President Theodore Roosevelt and the United States government. Seth Lowe of New York city was there as president of the trustee board, also Charles P. Huntington of Virginia. Warren Logan was then the active treasurer of Tuskegee. Dr. R. R. Moton came as the commandant of Hampton Institute and Dr. H. B. Frissell represented this noted school. William Baldwin III of New York city unveiled a fountain donated in memory of his father.

Other Notables Present

Dr. Washington and Dr. Emmett J. Scott were responsible for this anniversary. Presidents of many of the northern and southern universities were present. Bishops from all denominations were on the platform or had seats in the reserved section Oswald Garrison Villard, Paul Lawrence Dunbar, who wrote the poem "Tuskegee, Tuskegee," set to music by N. Clark Smith, was there.

If memory serves me right, I recall Dr. M. C. B. Mason, who was the general secretary of the educational board of the M. E. church; Prof. William J. Edwards, founder of Snow Hill institute, Alabama; Mrs. Cornelia Bowen, Mt. Meggs, Ala.; Prof. William Holtzclaw, founder Utica institute, Mississippi; Mrs. Elizabeth Wright, Voorhees institute, Denmark, S. C.; Dr. George C. Hall, Chicago; Dr. H. A. Boyd Sr., Nashville; Prof. Ezra Roberts, Indianapolis, Ind.; Victor Tulane, Montgomery; Dr. Samuel Courtney, Boston; Mrs. Carrie Ramsey, Chicago; Prof. B. K. Bruce Jr., New York city; Alderman Fred R. Moore and Charles Winter Wood, New York city, and a thousand more equally as prominent.

Newspaper Men there

Dr. Washington always had an admiration for newspaper men. He saw that the "press men" of his Race should be there. The silver-haired George L. Knox represented the Freeman, and R. W. Thompson did the writing. Fred Moore of the New York Age; Chris Perry of the Philadelphia Tribune; William H. Stewart of the American Baptist; Charles Stewart of the Associated Press; Clarence Matthews of the Boston Transcript (daily); Horace D. Slatter of the Nashville Banner, and Cary B. Lewis of the Louisville Courier Journal (daily), were among the writers who occupied seats in the press row. There are just a few of us living and we can never forget the courtesy of Dr. and Mrs. Washington at the "Oaks." The editor of the Outlook, Literary Digest, Harper's Bazaar, Birmingham Age-Herald and Montgomery Advertiser, and Dr. Robert Parks, now of the University of Chicago, were there throughout the week of the anniversary.

Special Tracks for Pullmans

Former Secretary Emmett J. Scott, now secretary-treasurer of Howard university, had much to do with the planning of the anniversary. There were so many northern millionaires who desired to attend and be comfortably situated that he had a number of side tracks laid on the campus for the Pullmans to remain. Millionaires and "common people" elbowed each other, and southerners joined right in the social contact. Many of the wealthy persons who attended caught the "Tuskegee Spirit," and returning home, made their wills leaving an estate for the school for Dr. Washington to carry out his endowment program.

If memory serves me right, the "Sage of Tuskegee" was pleading for a $[illegible],000,000 endowment fund. From his efforts and that of Dr. R. R. Moton it has reached between $12,000,000 and $14,000,000. Such is the financial growth of this wonderful school.

An Educational Program

The programs, morning, afternoon and evening, were illuminating, interesting and entertaining. All phases of education were discussed, but the paramount topic was "Booker Washington and Tuskegee" and its influence on the future educational programs of schools, colleges and universities. Since then the Tuskegee idea of education: "The head, the heart, the hand," has been planted in schools all over the world. "Up From Slavery" has been translated in almost every known language.

The visitors not only heard these wonderful programs, but they actually saw students at work in the shop, in the mills, on the brickyard, on the agricultural fields, domestic science rooms, class work and the other special lines of activities which have made Tuskegee great.

The horticultural background was a thing of beauty—John H. Washington had this in charge. Major Julius B. Ramsey was the commandant and under him Tuskegee was a "military academy." The "March To the Colors" by the students would resemble that of the 24th infantry. The music, one who heard it, will never forget it.

The soul was filled to overflowing when the choir under the direction of Miss Jennie Lee sang spirituals. This event closed by singing "Arise, Shine, Give God the Glory," and men like Carnegie, Garrison and Lowe wept with emotion.

Robert S. Abbott, editor and publisher of The Chicago Defender, and Senator Adelbert H. Roberts, members of the Abraham Lincoln commission, appointed by the governor of the state, both friends of the late Booker T. Washington, will be special guests of Dr. Moton, at the golden anniversary of Tuskegee in April. The presidents of Northwestern, Chicago and Illinois universities, are likely to be among the other guessing of the great state of Illinois. If Illinois is true to her colors it will have the largest delegation present in April, 1931, as it did in April, 1906.

December 19, 1930
DES MOINES IA BYSTANDER

TWO LOCAL BOYS ENROLL AT TUSKEGEE COLLEGE

Leo Elmore and Charles Holmes left last Wednesday for Tuskegee College, Tuskegee, Alabama, where they will enroll for the second quarter in the College Department.

These two boys were recommended for scholarships by the Big Brother Committee of the Crocker Street Y. M. C. A., Spencer Elliston, Chairman, and Gordon H. Kitchen, Executive Secretary.

For three years, the Tuskegee football team has won the National championship among Negro colleges of the United States. Elmore and Holmes will endeavor to make the team.

Kitchen, a Tuskegee graduate in 1921, was a member of the team during his two years residence in Tuskegee. Through him and the Big Brother Committee these boys were given an opportunity to further their ucational pursuits.

Holmes is a graduate of North h and spent part of one year at University and Elmore lacked onths of graduating from East

Education-1930
Tuskegee Institute, Comments on.

Age
8-9-30
New York, N.Y.

UNKNOWN ASSASSIN MURDERS DR MOTON'S SISTER-IN-LAW ON CAMPUS OFTUSKEGEE INST

Miss Mary Booth, Superintendent of Nurses at School Hospital, Shot Six Times In the Back As She Walked School Road

Tuskegee Institute, Ala.—Stark tragedy invaded the campus here on Friday night, August 1, when an unknown assassin fired shots from a revolver into body of Miss Mary S. Booth, 40, superintendent of Nurses at the John A. Andrews Memorial Hospital, and sister to Mrs. Robert R. Moton, wife of the principal.

All of the bullets were fired from the rear, as she was walking across the campus enroute to Greenwood, the Institute community, just at 8 o'clock, and she died three hours later in the hospital. She did not recognize her slayer, but said he was [illegible]wn-skin man, unknown to her.

She fell near the Alumni Hut on the road leading from the chapel to the hospital, and her murderer fled back of the Alumni Hut, escaping through the truck garden. A couple was sitting on the campus near by and heards the shots, but did not see either Miss Booth or the assassin.

Mrs. Moton at Bedside

Mrs. Moton, her sister, deeply affected by the crime was at the victim's bedside, bearing up bravely under the shock of the most tragic able as to the slayers identity. The search is being carried on unremit-

tingly, and it is believed that the man will be found soon

No Clues Available

death that has ever come to Tuskegee.

Sheriff C. P. Powell of Macon County was on the scene in a short time and, in conjunction with the school authorities, started an intensive investigation and search for the criminal, but no clues were avail-

The school auhorities, through Rev. G. Lake Imes, secretary to Dr. Moton, were unable to give any information as to why Miss Booth should be attacked so wantonly. It is not known that she had an enemy she was beloved and respected

by students, teachers and villagers, many of whom had come under her care at the hospital. Her presence in the sick room had been a comfort and a benediction. Her skill was highly esteemed by the doctors with whom she worked.

At Tuskegee Since 1924

She was a graduate of Hampton Institute and of the Nurses Training School at Freedman's Hospital, Washington, where she also served on the staff. She was also at Wilberforce University. She has been superintendent at the John A. Andrews Hospital since 1924.

Besides Mrs. Moton, she is survived by two sisters, Mrs. Emma Freeland of Hampton Institute, and Mrs. Ella Walker of Hampton, Va. and a brother, Jeff Booth of Gloucester Co., Va.

Body Cremated in Baltimore

Capahosic, Va.—Following reception here of news concerning the slaying at Tuskegee Institute, Ala. of Miss Mary Booth, sister-in-law of Dr. Robert R. Moton, who has his summer home here, it was learned that the body was shipped direct to Baltimore, Md., for cremation, in accordance with Miss Booth's desire.

Capt Brown of Hampton Institute went immediately to Baltimore, to make arrangements for the cremation. Dr. Moton left here by motor on Monday for Baltimore to be present at the cremation, and the ashes were brought here for the funeral services on Wednesday. The family burial ground is in Gloucester County.

reading of the Scripture and obituary, and the delivery of the sermon by the Rev. Mr. Imes; prayer by Dr. Will Alexander of the Interracial Commission; eulogy by Dr. Robert R. Taylor, vice-principal of the Institute. And with the rays of the late afternoon sun streaming through the stained glass windows Miss Anola Miller, lyric soprano, sang "I've Done My Work," softly, clearly, poignantly.

A large number of friends from the community, from Atlanta, Montgomery, Selma, and other cities attended the funeral. Others sent messages of condolence. The altar was banked with floral offerings varied in delicate colors and design. Forty nurses from the Veterans Hospital, clad in the spotless white of their profession, occupied a section of the auditorium. Twenty-two young women being trained for the profession under Miss Booth at the Institute Hospital, attended, bearing floral designs.

Pallbearers were Warren Logan, A. P. Mack, W. S. Burke, E. D.

Washington, Drs. J. A. Kennedy and E. A. Long.

Dr. Eugene H. Dibble, Institute medical director ,assisted by members of his staff and those of the United States Veterans Hospital, worked diligently and earnestly to stay the hand of death. But the killer had done a thorough job; here was no saving her.

IDENTITY OF ASSAILANT MYSTERY

No Motive Revealed for Shooting Down of Mary Booth Superintendent of Nurses.

TUSKEGEE INSTITUTE Ala., Aug. 7—(A.N.P.)—Officials of Tuskegee Institute, the town of Tuskegee, and Macon county, are co-operating to determine the identity and apprehend the murderer of Miss Mary Booth, superintendent of nurses at the John A. Andrew Hospital, and the sister of Mrs. Robert R. Moton, who was slain as she was walking across the campus late Friday evening.

No motive for the slaying could be advanced as Miss Booth was one of the best-liked members of the Institute faculty by student citizens of the community and county, having served for a number of years as superintendent of nurses and come in direct contact with each of the aforementioned groups.

The murder occurred Friday evening about eight o'clock as Miss Booth was walking across the campus en route to Greenwood, the school community, where most of the faculty members resi[illegible] visit some friends. She was unaccompanied and her assailant sneaked up behind her back and shot her six times.

When found she was yet conscious and was rushed to the hospital where Dr. Eugene Dibble medical director, assisted by members of the medical staff of the [illegible] States Veterans Hospital Nu[illegible] 91 endeavored to save her [illegible] no avail. She could give no[illegible] to the identity of the assailant any description whatever.

Funeral services for the slain nurse were held from the Institute Chapel, Sunday afternoon, with Dr G. Lake Imes, officiating. Dr Robert R. Moton, principal of the institution, R. R. Taylor, vice principal, and Dr. Will W. Alexander, of the Interracial Commission, spoke reviewing the accomplishments of Miss Booth in the way of promoting better health not only at the Institute, but throughout Macon County.

Following the funeral services the body was sent to Virginia for interment. Miss Booth was born in Gloucester, Virginia, and was a graduate of Hampton Institute and the Freedmen's Hospital.

NO CLUES GIVEN BY DYING WOMAN

Advertiser

Moton's Sister-In-Law Said She Knew Of No Reason Why She Was Shot

8-3-30

TUSKEGEE, ALA., Aug. 2.—(Special). —Officers continued their search here tonight for an unidentified slayer of Mary S. Booth, sister-in-law of Dr. R. R. Moton, president of Tuskegee Institute, who was shot down by a negro last night as she was crossing the campus.

The woman lived about four hours after the shooting and was conscious until the last minute, according to Deputy Sheriff Riley, who with Sheriff C. P. Rowell is searching for the slayer. She told Dr. Dillard, negro physician at the Tuskegee Hospital, where she was employed as head nurse, that a tall yellow negro shot her. She did not know the man, she is quoted as telling Dr. Dillard, nor [illegible] know why he shot her.

About four negroes witnessed the shooting and saw the slayer flee across the campus in the directions of the Veterans' Hospital. Dogs were put on the trail and trailed the assailant for about a mile where the track was lost.

Sheriff Rowell today arrested three negroes, but later released them when the witnesses stated they could not say whether or not either man was the slayer.

Montgomery, Ala.

The slayer fired six bullets into the woman's body. It was the first killing to occur on the Tuskegee campus.

Dr. Robert Moton, principal of Tuskegee Institute, was at the bedside of his sister-in-law when the end came.

She was superintendent of nurses at the Institute hospital, and was esteemed by students, teachers and people of the community.

Her funeral will be held from the Institute Chapel at 4:15 p.m. The Rev. G. Lake Imes will officiate. Dr. Robert R. Taylor, vice principal of Tuskegee Institute, will make a brief statement.

Motons Attend Funeral Here

Afro-American 8-9-30

Dr. and Mrs. Robert R. Moton as they left the Holland Funeral Home where they attended the funeral of Mrs. Moton's [illegible] brought here from Tuskegee Institute [illegible] burial.

NEW YORK TIMES

AUG 3 - 19

F DR MOTON SLAIN.

in-Law Shot Down as She rossed Tuskegee Campus.

SKEGEE, Ala., Aug. 2 (AP).— S. Booth, head nurse at Tuskegee Institute and a sister-in-law of Dr. R. R. Moton, president of the mous Negro institution, was slain he campus here last night by an entifie person.

Sheriff C. P. Rowell of Macon County, conducting an investigation into the killing, said the assailant approached the woman as she was crossing the campus last night and fired six bullets into her body. She died a short time later.

FINAL RITES FOR TUS EE NURSE LD HERE

Moton Family from Tuskegee and Hampton Attend.

8-9-30

SERVICES TUESDAY

Baltimore Md.

Arrangements Made to Cremate the Body.

Final rites for Miss Mary S. Booth, 52, superintendent of nurses at the John A. Andrew Memorial Hospital at Tuskegee Institute, sister-in-law of Dr. R. R. Moton, the principal, were held at the Holland Funeral Parlors, this city, at 10 o'clock, Tuesday morning.

The body of Miss Booth, who was the victim of an unknown assassin's bullet, was brought to Baltimore from Tuskegee by her sister, Mrs. Moton, who was accompanied by Dr. Eugene Dibble, superintendent of the hospital, and Dr. G. Lake Imes, assistant to Dr. Moton.

The train bearing the funeral party arrived at Pennsylvania station at 6:35 a.m. from the south.

Here they were joined by Dr. Moton, Major Allen Washington, of Hampton, Mrs. Emma Freeland, a sister of the deceased, Mr. William H. Carter, treasurer of Tuskegee and Mrs. Carter, Mr. Jeff Booth, a brother of the deceased, and Captain W. R. Brown, of Hampton, who motored to Baltimore from Hampton, Monday. Both parties were quartered at the Penn Hotel.

Services began promptly at 10 o'clock and were conducted by Dr. George F. Bragg, rector of St. James Episcopal Church. A eulogy was delivered by Dr. Imes and Mrs. Lillian M. Parrott sang "Spirit Divine," by Baumbry.

Following the services, the remains rested at the funeral parlor an the Moton party returned to Cappahosic, Va., the Moton summer home, by motor.

Arrangements were made at the request of the deceased to cremate the body at [illegible]n Park Cemetery, the only crem[illegible] in the state of Maryland. The cremation was tentatively postponed because all of the family was unable to attend the funeral.

When consummated, it will mark the first cremation of the body of a colored person in the state of Maryland.

Thursday the body still rested at the Holland Undertaking Parlors.

NEW YORK WORLD

AUG 3 - 19

TUSKEGEE NURSE SHOT ON CAMPUS

Killed by Six Bullets Fired in the Darkness

CLUES, MOTIVE LACKING

Murderer Escapes and His Identity Is Not Known

Special Dispatch to The World

TUSKEGGEE, Ala., Aug. 2.—Struck down by six bullets from a pistol as she walked across the campus of Tuskegee Institute, Mary S. Booth, head nurse of Tuskegee Institute Hospital, and a sister of the wife of Dr. R. R. Moton, president of the institute, died here just before midnight Friday.

The woman was walking from the hospital to the chapel about 250 yards distant, about 8 P. M. Friday, when an unidentified man walked up beside her in the darkness and emptied all six chambers of his pistol into her body, according to Sheriff C. P. Rowell.

A couple sitting near by on the campus heard the shots but could not see the woman or her assailant.

Miss Booth was semi-conscious when she was reached. During brief moments of consciousness she told officers that she could not see her assassin and did not know who he was.

Both Sheriff Rowell and G. L. Imes secretary to Dr. Moton, said they were without any clues and that no motives could be found.

Imes said civil authorities were giving the case "their very diligent attention, although they have no trace of the slayer."

Miss Booth was about forty and had been connected with the institute more than ten years.

Dr. Moton recently returned from Haiti, where he served as chairman of President Hoover's Haitian Commission, and was at his summer home in Virginia. His wife was in Tuskegee, however, but could shed no light on the slaying.

The body will be sent to Dr. Moton's Virginia home for funeral services and burial.

Education - 1930
Tuskegee Institute, Comments on.

WHY THE SOUTH IS BACKWARD.

Age

Dr. John J. Tigert is president of the University of Florida, and a former Commissioner of Education of the United States. Quite recently he delivered the Founder's Day address at Tuskegee Institute, Alabama, in which he dwelt upon the theme, that "tolerance is the great lesson we learn from the life of Booker T. Washington." The occasion commemorated the birthday of the man whose genius and foresight, as well as his devotion to one idea, enabled him to establish this great training school for Negro youth in the heart of the South.

4-19-30

New York, N.Y.

In the course of his address, Dr. Tigert asserted, that he had often remarked that the institution of slavery, in his opinion, cursed the white man in this country far more than it ever cursed the Negro. He said that some Negroes like Booker T. Washington made slavery the stepping stone to fame and success, but he doubted if any white man ever benefitted by it. He was certain that because the manual and industrial tasks were performed by slave labor, the whites of the South acquired a deep aversion to working with their hands. This distaste for manual toil retarded the development of the South in various ways, and the speaker said that it has just begun to overcome the handicaps growing out of that sentiment.

Dr. Tigert further ventured the statement that if the whites of the South had had a Washington of their own to lead them out of the educational wilderness a generation ago, instead of being the poorest section of the country in per capita wealth, it would long since have become the most prosperous section of the land. There is a great deal to substantiate this statement of an experienced educator, who is familiar with the natural resources of his section and the weaknesses it has to contend with in keeping pace with the general advancement of the country.

The part that slavery played in making the Negro the great industrial backbone of the South was emphasized several months ago by Monroe N. Work, in an address in which he summed up the economic value of the skilled trades and industries acquired by the race, as a factor that helped them on the threshold of their career as freemen. At that time they constituted the great force of carpenters and builders, wheelwrights and blacksmiths on all Southern plantations, and performed nearly all the skilled labor of that type. Those of the other race who did not possess slave labor were classed as "poor whites" and formed an inferior class of the population.

Much of this industrial heritage from slavery was lost to the generations that followed emancipation. New standards of education were adopted and it required a Booker Washington to help the race regain the ground lost in the skilled trades and occupations. The whites finally grasped the idea that they must go to work themselves to develop their section. Unfortunately, in grasping this idea of working with their hands, they conceived another idea, that they must keep the black workers from working on equal terms with them. The result of this color bar in economic pursuits has been seen in the Southern cotton mills and in the barring of colored workmen from skilled trades in certain Southern cities.

The spirit of tolerance which Dr. Tigert praised as one of the elements of Dr. Washington's character is sadly needed in the Southern economic system. As one of the South's strongest industrial assets, the Negro should get a fair deal in the labor market.

JOURNAL COURIER
NEW HAVEN, CONN.

MAR 18 1930

MR. TAFT AND THE NEGRO

To the Editor of the Forum:

Sir—The passing of William Howard Taft has thrown much light on his marvelous personal qualities and on his conspicuous success in each of the exalted offices he has held. But, in none of the accounts, have I noted any reference to the great service he has rendered the negro race in the field of education.

For many years, Mr. Taft was a most active and valuable trustee of Hampton Institute in Virginia. He frequently spoke at Hampton. The teachers and students always welcomed his smiling face, warm heart, affectionate disposition, and withal, his infectious chuckle.

He was a warm personal friend and confidential adviser of Booker T. Washington, illustrious founder of Tuskegee Institute, Alabama. While President, although burdened with the duties and responsibilities of that great office, Mr. Taft spoke with Booker Washington at public meetings in the north in the interest of Tuskegee's work. In 1906, Mr. Taft, then secretary of war, delivered the principal address at the 25th Anniversary of Tuskegee Institute. On this occasion, he advised the negro masses to plant themselves firmly on the soil in the south, and, through hard work and education, earn the good-will and confidence of their southern white neighbors. He also delivered the Founder's Day address at Tuskegee in 1922, when Booker Washington's monument was dedicated.

In 1925, Mr. Taft was largely instrumental in getting well started the Hampton-Tuskegee Endowment Fund drive for $5,000,000 by securing several of the first largest gifts toward its success. For a long term of years, he was also a warm friend, helper and adviser of Robert R. Moton who succeeded Booker Washington as principal of Tuskegee Institute. He was also a member of the National Race Relations Commission, and was one of its warmest, staunchest and most enthusiastic friends and helpers.

The death of no public servant has gripped the hearts of the American people as has the death of William Howard Taft. History will accord him his proper place before the country. His great service to the negro race in the fields of education and race relations is already recorded in the hearts and affections of a grateful people.

FRANK P. CHISHOLM.
Field Secretary, Tuskegee Institute.
Saybrook, March 17.

Photographer At Tuskegee Scores Hit

Courier
8-23-30
Pittsburgh, Pa.

TUSKEGEE INSTITUTE, Ala., Aug. 21—(ANP)—Three photographs by L. G. Hyman, head of the photographic division, Tuskegee Institute, were accepted and hung at the recent convention of photographers of America in Milwaukee, Wis.

Mr. Hyman's contributions included a portrait of Dr. Charles Andrews of India, a scene of the institute and another of a fire in the town of Tuskegee. Mr. Hyman has contributed work to various other meetings and exhibits of photographers.

Tagore And Moton Discuss 2 Races

Advertiser
11-3-30
Montgomery, Ala.

PHILADELPHIA, Nov. 2.—(Special.)—Leaders of two races met here today when Rabindranath Tagore, distinguished Hindu poet, held a long conference with Dr. Robert R. Moton, president of Tuskegee Institute, in which they discussed questions pertaining to both races.

The two leaders discussed an exchange of professors between the school at Saniniketin, founded by Tagore, and Tuskegee. The poet told Dr. Moton that his students had learned to sing negro spirituals, and that he regretted that his physical condition would not permit him to visit Tuskegee as he had planned.

August 6, 1930
CEDAR RAPIDS IA GAZ

A YOUNG Negress who is a graduate of Tuskegee Institute confesses to twenty-four Chicago robberies. But that, of course, is no reflection on the educational effort put forth at Tuskegee. The senate campaign funds committee yesterday was told that in the recent Pennsylvania senatorial primaries one hundred students at Westchester Normal school sold their votes to supporters of Senator Grundy for $2 each. No one will believe that they got this idea in a class room.

Tuskegee Alumni Ends Annual Session in Ohio

Chicago Defender

Defender

6-28-30

CLEVELAND, June 27.—The seventh annual session of the Tuskegee General Alumni association proved to be one of the most interesting in the history of the organization. Of outstanding significance was the discussion of "The Technology of Unemployment and Its By-Products." The business sessions were held in the beautiful parlors of the Phyllis Wheatley association. The public sessions were held in Antioch Baptist and St. James A. M. E. churches. Dr. Henry W. Hunter, local president, was master of ceremonies of the opening sessions. Jesse O. Thomas, national president, Atlanta, presided throughout the business sessions. John L. Webb, national treasurer, Little Rock, delivered a masterly speech at the opening evening session. Mr. Webb is president-treasurer of the Century Life of Little Rock.

Others on the program included Rev. W. H. McKinney, pastor of Antioch; Dr. D. O. Walker, pastor of St. James; Councilman Clayborne George, who gave the welcome address; Rev. Russell Brown, pastor of Mt. Zion temple, who welcomed the sessions in behalf of the churches; St. John Gospel quartet; Mrs. Mary B. Martin, member of the board of education; Miss Dorothy Smith, violinist; Mrs. N. B. Bowen, vocalist; Lignon Wilson, Snow Hill, Ala., who gave the address in behalf of the association; St. James choirs, and the national president, Jesse O. Thomas.

A reception was given by the local branch at the Metropolitan club Friday evening. William Charles Edward Smith entertained with a "hen" party at his palatial home, 2211 E. 76th St. This was for the benefit of the women of the association. On the same evening Robert H. Mailton, 8802 Blaine Ave., gave a smoker for the men.

Among the out-of-town guests at the convention were John L. Webb, Hot Springs, Ark., treasurer; Jesse O. Thomas, president, Atlanta; Prof. Albert Dobbins, president of the Alabama State Teachers association and principal of the grammar schools of Birmingham; Liggon Wilson, principal of Snow Hill institute, Snow Hill, Ala.; Miss Frankie Saddler, Detroit; Mrs. Mary Brown Kerr, Chicago; Capt. Conrad Hutchings, Tuskegee, Ala.; John L. Branch, Pittsburgh; Mrs. Beatrice Stearns Ross, Newark, Ohio; Edward L. Snyder, Massillon, Ohio; H. Holtzsclaw, principal and founder of Utica institute, Mississippi; Charles Lawrence, assistant to Professor Holtzsclaw; Miss Lucille Holtzsclaw. Officers of the local association responsible for the enter- inment were Dr. H. W. Hunter, ident; William C. Lanier, vice ident; James F. Thomas, secre- , Naomi James Morgan, corre- ding secretary; Joseph S. Ellis, urer; Mrs. Rosabelle Thomas, obert P. Morgan.

NEWS

Marshall, Tex.

SEP 30 1930

TUSKEGEE, NOT BOSTON

Robert Morton succeeded Booker Washington as President of Tuskegee Institute and he is a worthy successor. Concerning a recent statement made by Morton the Houston Post-Dispatch quotes him as follows:

"Negroes ask no special favors of America, but only the opportunity to achieve and attain the best of which they are capable. Their faith in fairminded white leadership leads them to believe that this opportunity will be accorded. I confidently expect the future to be marked by increasing good will and helpfulness that will make each race a valuable asset to the other." And the Post Dispatch adds: "That expectation will be realized if negro leader and white friends of negro progress will cooperate with such men as Dr. Morton in their practical program of negro uplift. The key to the solution of the race problem is much more likely to be found at Tuskegee than in Boston."

Education-1930

Vocational.

MISCHOICE OF VOCATIONS

Rather discouraging on its face is the showing made from an occupational survey of graduates of land grant colleges in that a large percentage of these persons in after life pursue vocations other than those for which they have prepared themselves in school.

Advertiser

11-7-30

Montgomery, Ala.

From this survey, prepared by William John Cooper, United States Commissioner of Education, it appears that 45 per cent of the agriculture students, failed to derive their livelihood from the farms, and 43 per cent of the students registered in education are found to have abandoned teaching after graduation; 32 per cent of the engineering students find other work after leaving school.

However, about 80 per cent of the young women who study home economics, it is found, become either homemakers or enter that line of work.

These data are obtained from questionnaires answered by 37,342 alumni of land grant colleges. Whatever be the average age of these persons who have seen fit to pursue vocations other than those for which they have received academic training, these large percentages represent a great deal of misdirected effort. It may readily be admitted that many of these former students who have made the changes in question have been not unsuccessful after graduation in the work in the professions they studied, but embarked into other lines that afforded better opportunities.

But after making all due allowances, these percentages loom much too high and indicate the need of more study of the students. A great and largely undeveloped field in our educational system, especially in the higher institutions, is vocational guidance for the young men and women by those of more experience in the affairs of the world and better qualified to analyze than are the students themselves their individual capabilities and shortcomings

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CLEVELAND, O.
PRESS

NOV 1 7 1930

Opportunity in Our Trade Schools

IN the Clevelander, organ of the Chamber o Commerce, Charles U. Chestnutt charge that Negro students do not have a fai chance to learn a trade in the trade school conducted by the Board of Education.

If he is correct, the Board of Education clearly has a duty to rearrange those course so that the Negro students will have an equal opportunity in them.

The Board, of course, is not responsible for any difficulties that the Negro may experience in working at a skilled trade after he leaves school, but it is the Board's duty to see that he Negro student has an equal opportunity o acquire any kind of training that is offered nder its auspices.